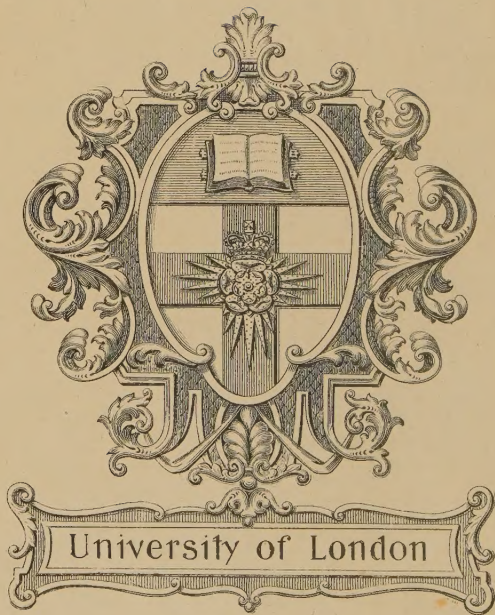


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ACCOUNTS AND PAPERS:

TWENTY-NINE VOLUMES.

—(12.)—

EDUCATION.

[COMMITTEE OF COUNCIL.]

Session

3 February — 1 July 1852.

VOL. XXXIX.

1852.

ACCOUNTS AND PAPERS:

1852.

TWENTY-NINE VOLUMES:—CONTENTS OF THE

TWELFTH VOLUME.

N. B.—*THE* Figures at the beginning of the line, correspond with the N^o at the foot of each Paper; and the Figures at the end of the line, refer to the MS. Paging of the Volumes arranged for *The House of Commons*.

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MINUTES
OF
THE COMMITTEE OF COUNCIL
ON EDUCATION;

SCHOOLS OF PAROCHIAL UNIONS
IN ENGLAND AND WALES.

WITH
REPORTS BY HER MAJESTY'S INSPECTORS
OF SCHOOLS.

1850-1-2.



Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
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FOR HER MAJESTY'S STATIONERY OFFICE.

1852.

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KNELLER HALL.

MINUTE by the COMMITTEE of COUNCIL on EDUCATION, dated
20 March 1851, on the KNELLER HALL TRAINING SCHOOL;
with MEMORANDUM by the PRINCIPAL.

*At the Council Chamber, Whitehall, the 20th day of
March 1851;*

By the Lords of the Committee on Education of Her Majesty's
Most Honorable Privy Council;

THEIR Lordships, having had under consideration the Minute
of 7 January 1850, relative to Kneller Hall,

Resolved—That the payment to be required of the Students
admitted be reduced from 30*l.* to 25*l.* per annum.

*Memorandum, by the Principal, on the Kneller Hall
Training School.*

The Kneller Hall Training School has now been in operation
for a year and a half. The system of training will be best
understood from a description of the daily routine, the course
of lectures, the methods of maintaining discipline, and the
management of the practising school.

The students rise at six, and prayers (taken from the
Liturgy) are read at half-past. Lectures commence after
prayers and continue till breakfast time at eight. The half-
hour after breakfast is employed, at the discretion of the
students, in preparing for the ensuing lectures. The lectures
recommence at nine and continue till one, which is the hour
for dinner. At a quarter past two the students are required
to be ready to proceed to the field, where they are employed
in manual labour till half-past four, when they return to
prepare for tea at five. After tea their time is occupied with
exercises, writing out their notes of lectures, and occasionally
with lectures till a quarter before ten, when they take supper.
Prayers are read at ten, and all lights extinguished before
half-past.

The students are required to brush their own clothes, and
to clean their own boots and shoes. They have charge of the
lecture-rooms, library, and chemical laboratory. But they do
not make their own beds or sweep out the bedrooms, nor

clean the knives and forks or plates after meals. They wait upon themselves at dinner, but do not lay the cloth or bring the dishes from the kitchen.

On Saturdays there are no lectures after breakfast, but the time is chiefly occupied with reading and correcting essays written during the week. Saturday afternoon is a half holiday, when the masters generally join them at cricket or football; or such students as desire to do so are allowed to go out to walk. On Saturday evening a lecture is generally given, which only those are required to attend who have signified their intention to do so.

On Sundays they rise at eight, and morning prayers are read in the chapel at half past eight. This service consists of the office for Morning Prayer, as directed to be used when the Litany is to be read. The Litany is not, however, read then. The service occupies about half an hour, and is followed by breakfast. A second service commences at eleven, consisting of the Litany, Communion Service, and Sermon. Dinner is at one, as usual; and the afternoon service is read at half-past four. In the evening all the school attend a Divinity lecture immediately before supper. After supper prayers are read at the usual time.

The subjects of the lectures have been—divinity, history, geography, grammar, mathematics, physics, and music.

The Divinity lectures commenced with reading simultaneously the first three gospels. As, however, it was deemed desirable that the text of one at least of the gospels should be accurately known, and it seemed unwise to attempt more, particular stress was laid upon St. Matthew, and the substance of that gospel was almost got by heart. The Acts of the Apostles were then read, and then the Old Testament was commenced. The historical books of the Old Testament were read in order, down to the time when the Prophetical writings begin. The Prophets were then read simultaneously with the history, so that each might illustrate and explain the other. The lecture has continued to the end of Ezekiel.

These lectures were given every day before breakfast throughout last year. Since Christmas, that hour has been assigned to the delivery of the same course to the students then admitted; and the course has been continued to the last year's class three days in the week, from nine to ten.

On the alternate days a course of lectures has been given, to the same class, on the history of the Church. This course will continue after the vacation, and will include the study of our own formularies and of the Catechism.

On Sunday evening St. Paul's Epistles have been read in chronological order.

The lectures on history were so arranged that the history of England occupied exactly a year, one hour a day being devoted to the subject. The Vice-Principal then gave a course of lectures, to the same class, on the history of English literature and the characteristics of the great English writers.

On Tuesday morning the Vice-Principal gives out a subject, generally, but not always, of an historical character, on which every student is required to compose an English essay. These essays are collected immediately after breakfast on Saturday, and in the course of the morning are read aloud, in the presence of all the students, either before the Vice-Principal or myself. Opportunity is then taken to point out defects in style or in grammar; and the presence of the body of students is found to have a wholesome influence in stimulating all to do their best.

Mr. Tilleard has taken charge of the geography. The course commenced with the geography of England, which was carefully studied in detail. The physical geography of the world then followed, so as to explain the great features of the land and water, the elements of geology, the phenomena of the atmosphere, the geographical distribution of plants and animals. These lectures will continue till Christmas, and will include the political and commercial geography of the world, treated in connexion with the great physical lectures. One hour a day has been devoted to this subject throughout.

Mathematical geography was treated as a part of popular astronomy, to which subject two hours a week were assigned for three quarters of a year. These lectures commenced after the summer vacation and terminated at Easter.

Three hours a week were given to grammar for three quarters of a year. It was then thought advisable to give the students the opportunity of comparing the forms and rules of their own language with those of another, and French lessons were substituted for the grammar twice a week. A lecture was also given on Saturday evenings to such as chose to attend, on the outlines of logic as connected with grammar.

Two hours a day were assigned to lectures on mathematics and physics. Since Christmas the chemical laboratory has been in use, and two additional hours a week have been devoted to lectures on chemistry. The students who have been already once examined for *certificates of merit* have read Mr. Tate's arithmetic, algebra, mechanics, and mensuration; six books of Euclid, with numerous deductions, partly worked without any assistance, partly with such hints as appeared to be necessary; and the commencement of analytical geometry and of differential calculus. Their attainments on first entering are found to be very various, and their powers not

less so. It is not possible therefore to keep them all at the same level. Of the ten students mentioned, one will without doubt be thoroughly master of the differential calculus before he leaves, and one sufficiently so to render further help unnecessary. The rest do not come up to these.

The chemical lectures are intended to bear particularly upon agriculture. They have not continued long enough, as yet, to supply means of judging as to their success; but I have little doubt, from the interest which they attract, that they will be found extremely useful.

Three hours a week have been given to music. The students also sing a hymn at morning and evening prayers, and chant the Canticles and sing Psalms in the Sunday services.

The teaching has been entirely oral. The lectures are given from notes, and afterwards written out by the students. Text-books have been used, but only as supplying a framework to be filled up by the lecturer. The students at their first admission are not in a condition to prepare their own lessons by reading. They require the contact of mind with mind, the living presence of the lecturer, the perpetual commentary supplied by voice and gesture, and the slight but constant adaptation of each step in the course to the state of their own knowledge. Even a written lecture, as a means of educating such men, is very inferior to one delivered extempore from notes; but a mere examination upon the contents of a book is almost useless. They seem unable, in fact, to derive from books anything beyond the bare statements contained in them, and their reading results in the accumulation of a mass of undigested facts.

On the other hand, there is a definiteness about the knowledge derived from books, which oral teaching taken alone cannot give. And it is advisable too that the students should not leave the school without some practice in reading for themselves, so that they may be able, when away, to continue their own education with a chance of real improvement. The students therefore who have been in training for a year and a half will now be required to attend fewer lectures, and to read more than hitherto. Their reading will be directed and their progress perpetually tested, but the lectures will be subordinate to the books.

The industrial training of the students has been conducted under the guidance of the gardener, Mr. Stewart. I have generally joined in their labours, in order that this essential part of the system might not be undervalued. The vegetables for the use of the school have been grown, and we have besides broken up a considerable portion (five acres) of our ground (about 35 acres in all), and made it fit for the operations of a

larger number of students. We have a horse and an increasing stock of pigs, and we propose shortly to purchase a cow. The students have the care of these animals, and attend to them well.

There can be no question as to the beneficial effect of the manual labour; and even if the students were intended to take schools in which the children were not to be so employed, I should think it expedient to adopt the same system in their training.

The following regulations have been made for the maintenance of discipline:—

GENERAL RULES.

The students are to rise when the gong sounds at six, and to be down to prayers at half-past six. The gong will sound a second time at twenty-five minutes past six. Students who are late for prayers will be sent to work all day in the field.

No student is to go into the bed-rooms between half-past six in the morning and ten minutes before one.

No student is to leave the premises without permission.

No student is to go out of the house after dark.

No student is to go into the kitchen, housekeeper's room, or any part of the building northwards from these two rooms, for any purpose whatever.

Every student on coming in from work is to change his shoes before going up stairs.

Every student is required to be clean in his person.

Chapel.

The chapel hours on Sunday will be half-past eight, eleven, and half-past four, unless otherwise specially ordered.

The students who have passed their first examination for certificates will read the Lessons in turn. Two will read the Morning Lessons, and two the Afternoon.

The readers are always to look over the Lesson before the time of Service, and are to endeavour to read simply and reverently.

The two readers are to sit in the seat at the bottom of the chapel, facing the Communion Table.

Bed-rooms.

Two captains are appointed over each bed-room.

The duties of the captains are—

To prevent all indecorous noise or disturbance in the bed-rooms.

To light the gas at the sound of the gong, at six in the morning, during winter.

To open two windows in each bed-room before coming down to prayers in the morning.

To put out the gas at the sound of the gong, at half-past ten in the evening.

To keep lists of the students in their respective bed-rooms, and mark against the name of each whether he was present at Morning Prayers. These lists to be given to the Principal or Vice-Principal, on Saturday evening, after prayers.

To report to the Principal anything in the bed-rooms which appears to require attention (broken windows, deficiency of water, &c.).

Library and Lecture-rooms.

The library and lecture-rooms to be swept out every day immediately after dinner.

The students who are not captains are to do this in turn.

The captains are to see that this is done, and to be responsible for it. If the Principal finds occasion to remark more than twice upon the state of any room, the captain who has charge of it will be sent to the field all day.

The library to be decently arranged again, and the books put away, at the sound of the supper gong.

No conversation allowed in the library, such as to interrupt those who are reading.

Hall.

The captains, in rotation, to be presidents of the lower tables in hall. One of the captains and two of the other students to come to the upper table in rotation.

Two students to act as waiters at each table, and to remove the dishes, plates, &c., while the rest remain seated. All except the captains to take this duty in turn.

Essays and Analyses.

The weekly essays are to be collected by the captains, and placed in the Principal's study, every Saturday morning immediately after breakfast.

All analyses, or abstracts, or other work done in the exercise books are to be collected by the captains immediately after tea, and brought to the Principal's study, on the following days:—

Mathematics and Physics	- - -	on Tuesdays.
Divinity	- - -	on Wednesdays.
Geography and History	- - -	on Thursdays.
Grammar and Literature	- - -	on Fridays.

Conclusion.

Every student is to make a copy of these rules.

The captains are charged with the duty of seeing that all these rules are observed, and are required to warn any student who disobeys them, and, if any persist after warning, to report to the Principal.

These rules, as will be obvious on perusal, were not made all at once, but as occasion arose. They will of course require many modifications, for the same reason, hereafter.

But our reliance for the maintenance of discipline has been, and must be, much more on perpetual watchfulness, and on personal intercourse with our pupils, than on a fixed routine. It has been our object, by living with the students, sharing their meals, joining in their out-of-door employments and recreations, to place ourselves on such a footing with them as to render the open exercise of authority almost unnecessary. They are not subjected to any system of espionage. We do not profess to be always with them. They are left a good deal to themselves, and always treated with confidence. No opportunity is ever taken to watch them, without their own knowledge. But care is taken that no artificial barrier shall grow up between us and them, and that the great temptation to disorder shall be taken away by their being made to feel that they are governed well.

The practising-school has been in operation since Lady-day. We have as yet no proper building for it, and are obliged to

make use of one of the lecture-rooms. The children come from the neighbouring village. The numbers are at present twenty-four.

They come at nine and stay till one, being dismissed for about ten minutes at eleven. At a quarter past two they return, and are taken with the students to the field. The field-work leaves off at half-past four. They come back to school, in summer, at six, and stay till seven.

The following is at present the order of lessons in the first class :—

9 Prayers.

1st Lesson till	9½	St. Mark's Gospel.
2nd „	10	Writing.
3rd „	10½	Mental Arithmetic.
4th „	11	Dictation.

Dismissed for ten minutes.

5th Lesson till	11½	Reading.
6th „	12	Slate Arithmetic.
7th „	12½	Geography.
8th „	1	Object Lesson.

Evening.

9th Lesson from 6 to 6½	Reading	} On Mondays and Fridays.
10th „ „ „ 7	Arithmetic	

On Tuesdays, Wednesdays, and Thursdays, the evening hour is given by the whole school to singing.

On Mondays and Wednesdays the class goes into Mr. Tate's lecture-room, from 12 to 1, where he gives them a lesson, or makes one of the students do so in his presence; in the latter case he overlooks the notes of the lesson before it is given, and criticises it after.

On Mondays from eleven to twelve, and on Fridays from ten to eleven, Mr. Tilleard has the class in the same way; and on Saturdays, from nine to ten, I take them myself.

The school is divided into three classes. The students being divided into three divisions; each division is charged with teaching one class. By this means there is a perpetual change of masters, no one having a class for more than two hours.

On Mondays, from eleven to one, I take the third class myself; on Wednesdays, at the same time, the second; on Fridays, the first.

Minute-books are kept of the lessons done every day. When I take the class, I test its progress for the week, and give directions for the lessons of the next week.

Two of the students in rotation take charge of the children in the field; joining in their work and superintending it.

It will be obvious that these arrangements are preliminary and provisional,—not final. But so far we succeed as I could

wish. The children are fond of their masters, work very heartily and merrily in the field, never seem tired of the lessons, and like coming to school. The students enter into the plans with spirit, improve visibly in the art of giving lessons, and superintend the field-work with firmness and method.

It would be absurd to hope that so small a school would give them an opportunity of learning the art of teaching and educating in perfection. A large school is in many respects a more powerful machine than a small one, and exhibits features distinctly which are hardly noticed in the other.

Nor again can such a school place before the students a complete specimen of their own future labours. In many ways the school in a workhouse differs from all others, and the schoolmaster's duties differ accordingly.

The school can be intended to teach them only one part (though a very important part) of what they will have to do, and for that purpose I have no doubt of its fitness. *To make our system perfect, a pauper school of considerable size is indispensable.*

Contemporaneously with the opening of the practising-school I commenced a course of lectures on methods of teaching. These lectures will of course take particular notice of the peculiarities in those schools for which our students are intended ;—they are given twice a week.

I will conclude with two remarks. One refers to the great difficulty with which we have to contend in the exaggerated estimate, in the minds of all the students, of knowledge as compared with mental cultivation. The wide extent of subjects covered by the examination for *certificates of merit* has had, I think, a tendency to encourage this mistake.

The other point, to which I wish to draw attention, is the great advantage that would be gained if the examination, especially in all the literary part of it, were confined to definite text-books.

These considerations bear more peculiarly on the case of Kneller Hall than on that of any other training-school. It must be the aim of every such school, but an aim peculiarly required in us, to train masters who shall be able not merely to teach, but to educate ;—masters who will discriminate between information and mental discipline. The workhouse children are liable to one temptation beyond all others,—a servile dependence of mind, which makes them willing to remain in a degraded position. They are cowed by the sense of having no friends or protectors ;—they know not how to right themselves when they are wronged,—how to support

themselves when distressed. To give them mere knowledge, to make them good arithmeticians, or good grammarians, will not give them what they need. They may learn, perhaps with readiness, when skilfully taught, whatever information they may be required to learn. But even a very intelligent knowledge is compatible with slight appreciation of the uses of that knowledge. What they require is the contact of a cultivated mind, of a mind superior, not so much in knowledge as in the degree in which that knowledge has refined and strengthened the character. This, next to religious temper and moral principle, is what is needed in a workhouse school-master, and whatever bears on this demands our attention.

(Signed) F. TEMPLE.

Kneller Hall, Twickenham,
3 July 1851.

KNELLER HALL.

The PRINCIPAL in Account with the LORDS of the COMMITTEE of COUNCIL on EDUCATION,
for the Quarter ended Michaelmas 1851.

[illegible]

LIST of STUDENTS admitted into the **KNELLER HALL TRAINING**
SCHOOL since February 1850.

Name.	Previous Occupation.	Amount of Exhibition	Date of Admission.
		£	
Hughlings, John Powell	Pupil-teacher in Stepney, St. Thomas, National School.	30	Feb. 12, 1850
Baughan, Walter -	Pupil-teacher in Islington, St. Mary, National School.	25	"
Cole, John - -	Assistant Master in St. Mary's Scilly Isles, National School.	25	"
Hurst, Charles -	Master of ditto - - -	25	"
Oaten, William -	Domestic Servant - - -	—	"
Hartland, Henry G. -	Pupil-teacher in Greenwich Hospital School.	30	April 10, 1850
Chalklen, John - -	Pupil-teacher of St. Martin's-in-the-Fields School.	25	"
Bleksley, Alfred R. -	Pupil-teacher in Greenwich Union School.	20	"
Brownsdon, Thomas	Pupil-teacher in Greenwich Hospital School.	20	"
O'Donnell, Henry -	Pupil-teacher in London Central District School.	20	"
Vinall, Edward -	- - -	—	Oct. 10, 1850
Neal, James - -	Pupil-teacher in Great Ryburgh National School.	30	Jan. 22, 1851
Graffham, John -	Pupil-teacher in Windsor Park Royal School.	25	"
Jessup, Joseph - -	Pupil-teacher in Stepney, St. Thomas, National School.	25	"
Price, Francis Edward	Master of Maidstone Parochial Union School.	20	"
Vinall, Charles James	- - -	—	"
Todhunter, Isaac -	Pupil-teacher in Casterton National School.	25	April 28, 1851
Crook, Walter -	Pupil-teacher in Windsor Park Royal School.	20	"
Craston, John - -	Pupil-teacher in Casterton National School.	20	Aug. 11, 1851
Benson, Benjamin -	Pupil-teacher in Trinity School, Twickenham.	20	Sept. 1, 1851
Rowley, Alfred -	Schoolmaster of Casterton National School.	20	Oct. 20, 1851
Cox, Henry - -	Pupil-teacher in Basingstoke Parochial Union School.	30	Dec. 23, 1851
Kirk, Benjamin -	Pupil-teacher in Gainsborough National School.	30	"
Onions, Walter -	Assistant Master in Coalbrook Dale British School.	30	"
Williams, William -	Pupil-teacher in Harrington British School.	30	"
Neal, Robert - -	Pupil-teacher in Ryburgh National School.	25	"
Sparke, Francis William	Pupil-teacher in Hockwold National School.	25	"
Wilson, Charles Edward	Pupil-teacher in Wakefield, St. Andrew's, National School.	25	"

LIST OF STUDENTS, &c.—continued.

Name.	Previous Occupation.	Amount of Exhibition	Date of Admission.
Bignell, Francis	- Pupil-teacher in Upper Chelsea National School.	£ 20	Dec. 23, 1851
Hagen, James	- Pupil-teacher in Windsor Park Union School.	20	"
Hunt, Samuel	- Warehouseman	20	"
Moorhouse, James	- Warehouseman	20	"
Noddle, George	- Pupil-teacher in Casterton National School.	20	"
Preston, George	- Scholar in Casterton National School.	20	"
Lee, Henry	- Assistant-teacher in Great Marsden, St. John's, National School.	-	"
Hutton, William	- Pupil-teacher in Tardebigge National School.	20	Jan. 23, 1852
Morris, Henry	- Assistant-teacher in British Factory School, St. Peters- burgh	20	Feb. 3, 1852
Atkinson, Henry	- Pupil-teacher in York, Albion Street, British School.	25	Feb. 28, 1852
Dennet, William	- Pupil-teacher in Charing National School.	25	"
Bugg, George	- Pupil-teacher in St. John's Wood National School.	25	"
Marsh, Giles William	- Pupil-teacher in Stoke Pogis National School.	25	March 4, 1852
Chivers, James	- Pupil-teacher in Ashbury National School.	25	Mar. 11, 1852
Cruess, John	- Pupil-teacher in York, Albion Street, British School	20	"
Crellin, William	- Pupil-teacher in Peel Mathe- matical School.	25	Mar. 13, 1852
Buckland, Charles	- Pupil-teacher in Stoke Pogis National School.	25	Mar. 15, 1852
Cowley, John	- Scholar in Peel Mathematical School.	20	April 6, 1852

Report on the Kneller Hall Training School, by Her Majesty's Inspector of Schools, the Rev. HENRY MOSELEY, M.A., F.R.S., Corresponding Member of the Institute of France, &c.

MY LORDS,

February 1852.

THE same Minutes of 1846 which provided for the examination of teachers, for the augmentation of the salaries of such of them as obtained certificates of competency, and for grants to training schools consequent on the training of such teachers, and which created the body of pupil-teachers and of Queen's scholars,—measures which had a general application to the elementary education of the country, provided also—with a special reference to the education of pauper and criminal children—that a school should be established and maintained for the training of teachers of workhouse and penal schools; and, with this view, for the erection of a building which should provide accommodation for a principal, vice principal, two masters, and one hundred candidate teachers.

It is to give effect to this resolution that the estate of Kneller Hall has been purchased, and the mansion house adapted to the uses of a training school, and that the following officers have been appointed to it:—

Rev. Frederick Temple, Principal, Master of Arts, lately Fellow and Tutor of Balliol College, Oxford.

Francis Turner Palgrave, Esq., Vice-Principal, Bachelor of Arts, and Fellow of Exeter College, Oxford.

Mr. Thomas Tate, Mathematical and Physical Lecturer.

Mr. James Tilleard, Lecturer on Geography, Grammar, Music, and French.

The annual fee originally fixed to be paid by each student was 30*l.*, but by your Lordships Minute of 20th March 1851 it has been reduced to 25*l.* In order to assist deserving students, you have established, at the public expense, 21 exhibitions; 5 of 30*l.*, 6 of 25*l.*, 10 of 20*l.*; each lasting for 1 year. These exhibitions are open to all persons who are not already students of the school. In addition to these exhibitions, the college is placed on the same footing as others, in respect to the appointment of Queen's scholars. Further to encourage qualified persons to enter on this new field of labour, it is provided that the gratuities which are paid by your Lordships to training schools, in consideration of all such students as obtain certificates, shall by this training school be paid over to the students themselves. By this arrangement a meritorious student may, with fair exertion, obtain two years training wholly at the public expense.

Your Lordships have, moreover, widened the sphere of the operation of the school. In addition to its primary object, of providing masters for workhouse and penal schools, you have permitted that other government schools should be supplied with teachers from it.

The following are the teachers sent out during the last year.

Name.	Situation.	Salary.
Walter Baughan	West Australian Convict School	£120 and quarters.
Alfred Bleksley	Bleam Parochial School	Not yet fixed.
John Chalklen	Blything Union School	Ditto.
Henry Hartland	Assistant Master, R.N. Schools, Greenwich Hospital.	£120, to increase to £160.
Charles Butler Hurst	Hull Union School	Not fixed.
Henry O'Donnell	Williton Union School	Ditto.
William Oaten	Chippenhams Union School	Ditto.

The position of the workhouse school-master a difficult and discouraging one.

"As the Acts of Parliament (7 & 8 Vict., c. 101, and 11 & 12 Vict., c. 82) for the encouragement of district schools have, from the inadequacy of their provisions, proved nearly inoperative, and as the declared intentions of the Legislature have thus for the present remained without effect, it is not to be assumed that the actual position of the workhouse school-master represents that which it may ultimately become."*

At present it is a position of difficulty and discouragement. It is, moreover, an office which is surrounded with prejudices. Candidates to whom the career of the parochial schoolmaster is open would not be likely, without some stronger inducement than has heretofore been offered, to seek that of the master of a workhouse school, or of the school of a prison.

There is no other existing training school which proposes to itself, even as a collateral object, the training of pauper and penal schoolmasters; and even if there were, from what I know of them, I am convinced that few of the students, but those for whom situations could not be found elsewhere, would take these.

Nothing, however, can be more evident than that the masters of such schools require a training which,—referred to that of any other at present existing among us,—must be special, and distinctive—in other respects, and in this, that manual labour must take a larger share in it. No one could be more unfitted for the office of an industrial schoolmaster than a mere student. It could not but be to him a thing without earnestness and reality,—wearisome and repugnant.

The experience of your inspectors makes them familiar with a certain graduation in the qualities of schools and teachers

Inferior teachers generally considered

* Circular addressed to Her Majesty's Inspectors of Schools, by the Committee of Council on Education, the 17th of October 1851.

in a descending scale with the social depression and moral debasement of the people for whose benefit they are provided ; so that an ignorant, unthrifty, demoralized population, and an illiterate, purposeless, and inefficient schoolmaster often go together ; a squalid, unthrifty, and untidy-looking neighbourhood, and a bad school.

good enough for very ignorant and demoralized children.

It would seem as though ignorant teachers were thought good enough for ignorant children,—teachers who are very poor for children who are very poor,—bad teachers for bad children, and the like. Whether it is that people see a moral fitness and propriety in these things, or that they look upon them as necessary to the condition of the poor, or whether they are results inseparable from the eleemosynary and voluntary principle on which elementary education is conducted in this country, I know not.

Your Lordships having established Kneller Hall, I am entitled to assume that you do not at any rate recognize this principle as it regards the pauper children who in our work-houses are placed under the guardianship of the state.

Having, in the bringing up of these children so as to be useful members of society, a difficult and a responsible task to perform, the Government is desirous to bring such means to bear on that end as may have some probable chance of success.

In the work of creating a body of teachers adapted for pauper and penal schools your Lordships enter into no competition. There is no existing voluntary or local effort in that cause, of which the public funds can come in aid. The ground is altogether unoccupied by private benevolence.

No other school undertakes the task of training workhouse and penal schoolmasters.

If such teachers are to be provided at all, there is no alternative but to maintain a training school, specially for that end ; and besides a suitable course of instruction, to offer greater facilities for the admission of students than in other training schools, and a better remuneration in the career on which they are eventually to enter than is offered to the parochial teacher.

The Rev. the Principal of Kneller Hall has addressed to your Lordships, under the date of the 12th of March 1851, so full a report on the daily routine of the institution, and the subjects and methods of instruction, that it is unnecessary for me to do more than refer to it. This document is printed at the commencement of the present volume.

The course of instruction.

It was to be expected that the labors of those able men and experienced teachers to whom the instruction of the students is here entrusted would be attended with no common result. That this expectation has been realized will be seen from the following tabulated returns of their examination at Christmas

Examination of Christmas 1850.

1850. This examination was held at the same time as those of the other training schools, and the questions proposed to the students were the same.

The following Table is collected in the same manner as that for the other training schools. (Report on Training Schools for Masters, p. 271.)

Subjects of Examination.	Number of Students whose Exercises were classed.											
	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.
Religious knowledge	1	20·00	3	60·00	1	20·00	-	-	-	-	-	-
Church history	-	-	1	20·00	2	40·00	1	20·00	-	-	1	20·00
Arithmetic	-	-	1	20·00	2	40·00	1	20·00	1	-	-	-
English grammar and paraphrase	-	-	-	-	1	20·00	3	60·00	-	20·00	1	20·00
English history	1	20·00	2	40·00	1	20·00	-	-	1	-	-	-
Geography and popular astronomy	-	-	3	60·00	1	20·00	-	-	-	20·00	1	20·00
Geometry	-	-	1	20·00	3	60·00	-	-	-	-	1	20·00
Elements of mechanics	-	-	2	40·00	1	20·00	1	20·00	-	-	1	20·00
Mensuration	-	-	-	-	1	20·00	-	-	2	40·00	2	40·00
Algebra	-	-	-	-	4	80·00	-	-	-	-	1	20·00
School management	-	-	-	-	-	-	1	20·00	3	60·00	1	20·00
Vocal music	-	-	1	20·00	1	20·00	-	-	1	20·00	2	40·00
Physical science	-	-	-	-	-	-	3	60·00	-	-	2	40·00
Higher mathematics	-	-	1	20·00	2	40·00	1	20·00	1	20·00	-	-

Average period in college 10½ months.

In pursuance of your Lordships' instructions, my colleague, Mr. E. Carleton Tufnell, Her Majesty's Inspector of workhouse schools for the metropolitan district, and I, visited and inspected Kneller Hall on the 10th of November 1851 and the two following days.

We found the building in all respects complete, and the favourable opinion we had formed at our previous inspection of its adaptation for the uses of a training school was fully confirmed by the information we received, grounded on the experience of the last year.

The ground about the college is not yet levelled; a large quantity of earth remains to be carted away, and the approaches to be completed.

This will all in time be accomplished by the labour of the students. Meanwhile, however, that amount of field-work cannot be done, while the students are occupied in levelling the site and removing the builder's rubbish, which would otherwise be practicable; nor can the operations of the farm and the garden be carried on on that scale which is desirable.

Two register books were shown to us by the principal, in one of which he records the circumstances under which the students

Inspection,
Nov. 10,
1851.

The build-
ing.

Unfinished
state of the
approaches.

Register
books.

are admitted, and in the other their progress as shown in the periodical examinations. These appeared to us well adapted to their use.

After a year's experience in the use of books rather than oral teaching, preference has been given to the latter method of instruction, as that best adapted to institutions of this class. Of all their lectures the students are, however, required to write copious notes, for which they are provided with books; and times are set apart for the writing of these notes.

Notes of the students lectures.

Their note books were placed in our hands. They bear testimony to the attention the students give to the instruction of their lecturers, and to the care and pains with which they record it. These books cannot but be very useful to them hereafter for reference when they enter on their work as teachers.

As exercises in English composition, themes are also given to them periodically, and their essays on these themes are written out in manuscript books. No part of our inspection gave us a more favourable impression of the progress their education is making than the perusal of these books. As compositions they seemed generally to be correct; and some of them afforded examples, not only of a certain facility in expressing their thoughts in plain vernacular English, but of a good deal of independent power of thinking.

English composition.

We examined them orally (as was done in the other training schools) in Scripture history, in English grammar, English history, geography, and arithmetic.

The oral examination.

I shall report more fully on the oral examination of this and the other training schools next year.

It is but justice, however, to say, that in no other training school was the examination in Scripture history in all respects more satisfactory.

Scripture history.

It was a minute and textual examination; and, considering how large a surface of knowledge such an examination cannot but cover, I feel myself entitled to speak of it as affording conclusive evidence of the care and attention which have been bestowed on this fundamental part of the instruction of a training school.

They have been taught arithmetic on those first principles of which Mr. Tate's little work gives so simple an exposition; and they apply them to complicated arithmetical questions with great readiness and accuracy. The advantage of this method is, that each operation of numbers in the solution of arithmetical questions becomes a demonstration; and that arithmetic is made by it—for educational purposes—the logic of the people.

Arithmetic.

English
grammar.

We were not well satisfied with their knowledge of English grammar, or with their skill in parsing*; nor was their reading remarkable for an intelligent manner, just expression, or feeling.

The village
school.

A school was opened at Lady Day for the children of the village, in the great lecture-room of the institution, being that portion of it which could best be set apart for this purpose. This school is taught by the senior students. Every week they meet, and arrange among themselves the lessons which are to be given, the students by whom they are to be given, and the methods of instruction to be pursued during the following week. These are then reduced to writing, and submitted to the principal, with whose approbation they are adopted.

Instruction
in the art of
teaching.

Once a week or oftener each lecturer or master—of those borne on the establishment—has a class of the village school assembled in his lecture-room, and a lesson is given to the class, in some of the subjects which it is his business to teach, by one of his students, or sometimes he gives the lessons himself. When the class is dismissed, he makes such remarks in private to the student as the lesson has suggested to him.

The lectures
of the prin-
cipal.

The principal delivers to the students lectures on the duties of a schoolmaster, with a special reference to pauper education. The notes of some of these lectures he has, by my request, obligingly placed in my hands. It is by them that my attention has been directed to those passages in the reports of the Assistant Poor Law Commissioners and the Inspectors of workhouse schools which I have extracted in what remains of this report. I have, moreover, been guided by them in most of the conclusions that I have drawn from those passages.

I cannot but bear testimony to my sense of the great judgment and ability which Mr. Temple brings to the discussion of questions of this class, and to the great value, to the students, of the accurate knowledge they will acquire from these lectures, of the work that is before them.

Education
under the
old poor law
apprentice-
ship.

The system of education under the old poor law was that of parish apprenticeship. Pauper children were bound apprentices to such persons as were supposed capable of instructing them in some useful calling. In some cases this was by compulsion, the apprentices being assigned to different ratepayers†, who rendered themselves liable to fines if they refused to receive them, which fines sometimes went to the

* The principal wished me to state that he considered this was not due to defective teaching on the part of the lecturer, but to defective arrangements on his own part, and that he believed another year would show much improvement.

† Mr. H. Stuart's report (1833) on the Blything incorporation, Suffolk House of Industry, treatment of children.

rates, and in other cases were paid as premiums to persons who afterwards took these apprentices. Another method of apprenticeship was by premiums paid from the rates to masters who, in consideration of such premiums, were contented to take pauper children as apprentices.

The evils of this system were manifold :—

1st. As it regarded the independent labourer, whom, by its competition, it prevented “from getting his children out, except by making them parish paupers, he having no means of offering the advantages given by the parish*,” and in whom it discouraged that which in a parent is the strongest motive to self-denial, forethought, and industry,—a desire to provide for his children.

Evils of the apprenticeship system, as it regards the independent labourer;

2dly. As it regards those to whom the children were apprenticed,—who, when they took them on compulsion, took them at an inconvenience and a disadvantage†—to whom these parish apprentices “were much worse servants and less under control than others‡,”—who often found them “hostile both in conduct and disposition, ready listeners, retailers of falsehood and scandal of the family affairs, ready agents of mischief of the parents and other persons ill disposed to their employers§,”—who “not unfrequently excited the children to disobedience, in order to get their indentures cancelled ||,”—they were the unwilling servants of unwilling masters; they could not be trusted, and yet could not be dismissed. The demoralization of the apprentices made them undesirable inmates. They disseminated in the parish the morals of the workhouse.

as it regards the masters;

3dly. As it regards the children themselves :—

1. They were often apprenticed to “needy persons, to whom the premium offered was an irresistible temptation to apply for them¶,” and “after a certain interval had been allowed to elapse, means were not unfrequently taken to disgust them with their occupation, and to render their situations so irksome as to make them abscond.”

as it regards the apprentices.

2. They were looked upon by such persons as “defenceless, and deserted by their natural protectors¶,” and were often

* Poor Law Reports of 1833. Mr. Courthope's replies to queries, Ticehurst, Sussex, query 6.

† “It often happened that a single person had several apprentices fixed upon him for whom he had no use, and for whom in his house he had no room.” Poor Law Reports of 1836. Parish apprenticeship, Mr. Gilbert.

‡ Reports of 1833, Mr. Courthope's replies, Ticehurst.

§ 1836, Mr. Gilbert's report on Devon :—Apprenticeship system.

|| 1836, Parish Apprenticeship :—Letter from Mr. Neale, *ex. officio* guardian of the Okehampton union.

¶ 1836, Sir J. P. Kay Shuttleworth's report on Suffolk and Norfolk :—Incorporated hundreds.

cruelly ill-treated. So that to be treated "worse than a parish apprentice" has passed into a proverb.*

3. Not only was their moral culture neglected, but their moral well-being was often totally disregarded. The facts related under this head are fearful.† There was a mutual contamination. The system appears, says Mr. Austin, to have led directly to cruelty, immorality, and suffering, although, in some cases, exceptions to the rule, apprenticeship was not unproductive of certain beneficial results to both master and apprentice.

4. Their instruction in any useful calling was for the most part neglected, because their masters were often unfit to teach them, and because they were obstinately unwilling to learn. The position which the parish apprentice occupied in the house was therefore commonly that of the household drudge.

Pauperism
became hereditary.

It is scarcely to be wondered at that among a race thus born in pauperism, and educated to it, pauperism became *hereditary*.

"When a family is once on the parish," says Mr. Chadwick (report of 1833, London and Berkshire), "it is very difficult to get them off. We have seen three generations of paupers (the father, the son, and the grandson), with their respective families at their heels, trooping to the overseer every Saturday for their weekly allowances."

"Pauper parents," says Mr. Carleton Tufnell (report on the education of pauper children, 1839), "reared pauper children, and their habit of dependence on the poor's rate seemed to descend as part of their natures from generation to generation. To stop this hereditary taint would be to annihilate the greater part of the pauperism of the country."

"In many unions," says Mr. Jelinger Symons (report for 1848, on parochial union schools, Wales and the Western district), "the same family names of paupers continue for a century in the rate-books. Pauperism is an hereditary disease. There is a pauper class, and hence the importance of eradicating the seeds of it in pauper children."

"To say that the old poor law, with its parish apprenticeship by way of education, had failed, is to speak too leniently of it." (I quote this passage from Mr. Temple's

* 1843, Mr. A. Austin's report on the counties of Wilts, Devon, and Somerset. "Were not proverbs held to be founded in truth," says Mr. Austin, "I could support the verity of this in a variety of instances of a *general* as well as a particular character."

† "To avoid the engagement," says Mr. Austin, in his report on Wilts, Devon, and Somerset for 1833, "the apprentices will commit almost any legal or moral offence, whilst the master, for the same object, will either wink at or benefit by its commission."

notes.) "It was rapidly demoralizing the whole lower order. "The mass of evil was such as to unite all real statesmen of "all parties in one effort to abolish it."

When the Poor Law Board abolished the system of education by apprenticeship, they took upon themselves the responsibility of providing some better form of education. Every workhouse was accordingly required to provide a schoolmaster who should educate the children. For which purpose they were to be completely separated from the adults, and instructed for at least three hours every day.

Pauper education under the new Poor Law Board.

Lest the guardians should be tempted to employ inefficient schoolmasters, that they might not have to pay them high salaries, it was afterwards provided that the salaries of workhouse schoolmasters should be paid out of a grant voted specially for that purpose by Parliament; and, later still, these salaries were ordered to be determined by your Lordships, upon examination by Her Majesty's Inspectors.

"This system had (says Mr. Temple) the inestimable advantage over the other, of making some one responsible for the education of the children. The pauper child had now some one to care for him, which before he had not. His education was now an object of real interest to some one."

It had, however, conspicuous defects.

Under the old system the children were liable to evil associations and bad examples out of the walls of the workhouse; now they received the evil impression of the workhouse itself, and became liable to contamination within its walls, by unavoidable contact with adult paupers. Abundant evidence is to be found of these facts, and of their consequences, in the reports of your inspectors.

"Great mischief," says Mr. Stuart, in his report on the Blything incorporation, 1833, "is done by familiarizing the minds of the children to the restraints of the workhouse, which destroys all reluctance to being sent back to it in after-life."

The workhouse becomes a home to the pauperchild, and he returns to it without reluctance.

"A boy educated in, perhaps, the best school in my district," says Mr. Bowyer, "being ill-used by his master, ran away, and brought a complaint against him before a magistrate. After hearing his story, the magistrate, knowing him to be a friendless orphan, asked him where he intended to go? 'Home, sir,' said the boy. 'But, my lad, you have no home,' said the magistrate. 'Oh, sir,' was the reply, 'I mean the workhouse.'"

"I have known them," says Mr. Chadwick, "when sent out on liking to respectable people, to have come back to the workhouse, being dissatisfied with the treatment those

“respectable persons gave them, as compared with the work-house treatment.”

Evil associations cannot be avoided in a workhouse.

“There are two obstacles to the establishment of satisfactory schools in workhouses,” says Mr. Hall (in his report on Berks and Oxon, 1838), “that operate everywhere under the present system. One is the mixture which seems unavoidable between the children and the adult paupers. This is especially detrimental among the females. The girls are set to work in the kitchens, the sleeping wards, and the wash-houses, with young women of depraved character.” Nor does much improvement seem to have taken place since this report was written, for Mr. Browne reports, in 1849, that “in more than 70 workhouses in his district the children are not separated from the adult paupers;” and that, “even in the better description (*i.e.*, where such separation is supposed to exist,) of workhouses, opportunities of contact continually arise. The children and the adult inmates not only meet at meals and dinner service, but the elder girls are often kept from school to nurse infants, or they wash, or cleanse the house, or assist in the kitchen in company with the women.”

When it is borne in mind that the inmates of workhouses almost invariably include prostitutes, “who seem to frequent them as lying-in hospitals,” the evil of this association may be judged of. “Out of 13 children whom I found in one workhouse,” says Mr. Bowyer (1848), “being nursed by the girls, 9 were the bastard children of mothers of this class.”

It is impossible not to feel that Mr. Tufnell speaks in measured terms of a system like this, when in 1849 he says of it, “The experience of this year has still further convinced me of the hopelessness of expecting any general or permanent benefit to arise from the training of pauper children, as long as they remain within the precincts of the union work-house.”

The false position of a school-master in a workhouse.

Another defect inseparable from the education of the work-house school is the false position of the teacher in a work-house. “The children form, on the average, a clear moiety of the number of inmates; the spirit of the internal regulations is, however, mainly directed to the government of the adults; nor can it well be otherwise so long as the two are united under the same roof.” (Mr. Ruddock's report on the southern district, 1847-48.) This fact at once constitutes an anomalous position for the schoolmaster. He must be in subordination to the governor of the workhouse, and yet their duties are essentially different. Nor can their characters be alike; the one chosen to control an adult community inured

to indolence and vice ; the other, to form the minds of children, to bestow upon them the care and the love of a parent, and to bring them up to industry and to the fear of God. The views of two such officers and their functions cannot but be continually clashing, and we need not be surprised that it is " often found impossible to maintain a good understanding " between them," (Mr. Tufnell in 1847-48.) " The children, too, (says Mr. Temple), " are in a false position. The arrangements " are all made with a view to the adults. But the children " are totally unlike the adults in their faults, their needs, their " chance of being reclaimed." " Whilst (in a workhouse) the " industrial and moral training is entirely sacrificed, the intel- " lectual is cramped and thwarted."

But the most striking point of view in which the present arrangement appears defective is, *the impossibility of uniting with it the suitable industrial training of the children.* The labourer's cottage, however bad a school in other respects, has this advantage, that it is a good place for the industrial training of his children ; he knows the importance to them of being brought up to labour. I have myself known parents—capable of making sacrifices that their children may go to school, and willing to do so if they thought it for their welfare,—yet object to do so after the children were of an age to work, lest, as they said, " they should not take kindly " to labour."

Suitable industrial training cannot be united with work-house education.

The example of industry which a labourer's cottage affords, —his watchful eye lest habits of idleness should grow upon his children,—and the exigencies of the household, which claim that all its members should contribute to the common fund which feeds and clothes all, make of it a school of industry ; and, perhaps, the best school in which industry can be learned.

The old poor-law system of education by apprenticeship, with all its vices, had, moreover, its system of industrial training ; a bad system, no doubt, tending to make labour repugnant to the children, but still calculated to accustom and to inure them to it. The very pastimes of another child, and that part of its life which is passed in the fields or in the streets, is industrial training, compared with the gloomy existence of a workhouse child.

This exclusion of industrial training is contrary to the spirit and intention of the Poor Law Board, as is apparent from their orders and regulations ; but it is a necessary result of the existing state of things. " Industrial training," (says Mr. Jelinger Symons,) " according to the spirit of the Poor " Law orders," * * * " can never be attained whilst the chil- " dren remain in the workhouses, without such inconvenience

The exclusion of industrial training contrary to the intention of the Poor Law Board.

“and expense as make it hopeless.” This remark applies specially to the boys. “The several employments of the “boys reared in workhouses” (says Sir J. P. Kay Shuttleworth, report of 1841,) “must, it is believed, in the great “majority of instances, be of a description that does not admit “of previous training or tuition within the workhouse.”

In the great majority of workhouses the children are stated to have no industrial training at all. Where they have, it is commonly of a sedentary kind. “They are sometimes taught a little shoemaking or tailoring; the best “of their occupations are carpentering or book-binding; “but in many cases they make hooks and eyes, or sort “bristles, and pick oakum. “A boy thus brought up” (says Mr. Bowyer) “is unfitted for an agricultural labourer; he can “neither dig, hoe, nor plough; is puzzled with harness, and “afraid of a horse. Any hard or continuous labour exhausts “his body and wearies his mind. He has formed a completely false conception of the life that awaited him.”

“One lad” (says the chaplain of a union in Wales, writing to Mr. Ruddock), “strong and active to all appearance, was “engaged as a farm labourer, but being unable to handle any “tool, except in the most clumsy manner, was jeered at by “the men, consequently he became discouraged, and feeling “alone and friendless, he returned to the workhouse, where “he will probably be an incumbrance for life, as he has “declared that he never wishes to leave it again.”

“Children thus shut up,” says Mr. Henderson (report on Lancashire, 1833), “in ignorance and idleness, and exposed to “the moral contamination of a workhouse, are almost necessarily unfit for the duties required of them as apprentices. “All labour is an intolerable hardship, their masters, “objects of aversion, and they rarely acquire habits of “industry in after-life.”

“An orphan or deserted child educated from infancy to “the age of 12 or 14 in a workhouse,” (says Sir J. P. Kay Shuttleworth,) “if taught reading, writing, and arithmetic “only, is generally unfitted for earning his livelihood by “labour.”

It is not only with reference to the forming of the habits of labour in pauper children that the present system is defective, but with reference to the full development of the power to labour,—of the *thaws* and *sinews* of the labourer.

“Pauper children” (says Mr. Temple) “are decidedly, as a “class, below the children of the independent labourer in “physical development.”

“Their physical conformation and physiognomy” (says Sir J. P. Kay Shuttleworth, in his report on the training of

Unsuitable
character of
the indus-
trial training
any is
emptied.

pauper children,) "betray that they have inherited from their parents physical and moral constitutions requiring the most vigorous and careful training to render them useful members of society. They arrive at the school in various stages of squalor and disease; some are the incurable victims of scrofula; others are constantly liable to a recurrence of its symptoms; almost all exhibit the consequences of the vicious habits, neglect, and misery of their parents." "The stunted growth of many of these children" (says Mr. Tremeneere), "was apparent; whether from early privations elsewhere, or the depressing influence of long confinement within the walls of a workhouse, with not enough of healthful exercise, or stimulus of change of scene and new objects, or whether, also, it may have resulted from a long-continued uniformity of diet."

If to other children, then especially to these, other than sedentary occupations, freedom, exercise, and the open air are necessary to healthy physical development and growth.

"Hence" (says Mr. Tufnell, in 1847-48,) "with a view to securing the health of the boys, garden or field labour is, I am satisfied, superior to most others." "I find a great unanimity," says Mr. Symons (1849), "as to the kind of industrial labour deemed the fittest for boys by guardians who reflect on the subject. Spade husbandry is almost invariably chosen, not only on account of the return derivable from it, but from its aptness for developing moral character as well as bodily strength and health."

"The introduction of industrial training" (says Mr. Bowyer, 1849,) "has been everywhere attended by a marked improvement in the appearance and bodily vigour of the boys; and their progress in their studies, so far from being retarded by it, has generally been promoted, notwithstanding the reduction in the number of hours devoted to instruction." And (Mr. Browne, 1849,) "industrial training for boys ought, I am convinced, to consist in the cultivation of land. It is remarkable that boys employed in field-work make greater progress than those who are not so employed, although the latter may give to study nearly twice as much time as the former."

The ages of the pauper children are such as to render industrial training in field labour practicable in their case to an extent that it is not, in other elementary schools.

The following Table contains a statement, given by Mr. Ruddock, of the ages and times of residence of the 2,641 children resident, in the year 1847-8, in 36 unions in the southern district. (*Minutes of 1847-8-9, Schools of Parochial Unions*, p. 43.)

Field labour the most suitable industrial training for pauper children.

The ages of the children such as to render field labour practicable.

Ages of the Children.						Time in the House.						Total.	
Under 7 Years.		7 to 12.		Over 12.		Less than 6 Months.		6 Months to 2 Years.		More than 2 Years.			
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
368	342	577	497	349	328	297	282	305	269	692	616	1,294	1,167

From this account it appears that nearly 25 per cent. of the boys are above the age of 12 years; whilst in ordinary elementary schools in the same district the proportion is not* more than 9 per cent.

A substitute is needed for the workhouse-school.

To break, then, the link which in the mind of the pauper child binds him to the workhouse as a home, which associates it in his mind with the state of life allotted to him and his destiny,—to take from him the stamp and impression of it,—and to emancipate him from the regimen of its course of thought and standard of opinion,—to free him from its pestilent associations and evil example,—and, above all, to prepare him to take his place in the ranks of independent industry, by a judicious course of industrial training,—for all these objects a substitute is needed for the workhouse school.

District pauper schools provided for by the Act of 7 & 8 Vict.

This fact has received a practical recognition from the Legislature in the Act of 7 and 8 Vict. c. 101., which provided for the formation of school districts and district pauper schools, where the children should be collected from the workhouses of the district, instructed in such useful knowledge as is suitable to their condition, and trained to industry.†

This Act gave to the Poor Law Commissioners power to form school districts. But it affixed certain limits of area and population, and it provided that the expense of starting, to be borne by the unions of the district, should not exceed one fifth of the entire annual expenses of those unions; provisions which rendered the Act inoperative; the limitations were impracticable, and no school could be built for the money. In 1847 an Act was passed removing the limitation as to cost, but depriving the Commissioners of their power to erect the school without the consent of the guardians or a majority of them.

This new condition has rendered the new Act nearly as

* The returns of 75 schools in Hants, and Wilts, and Berks, as stated in my report on the southern district for 1847-8 (p. 2.) give 9·71 per cent. of the children (7,549 boys and girls) as above 12 years of age. Eighteen schools containing 1,276 children in the same district in 1849-50 returned 5 per cent. as above that age (Minutes 1848-9, Report on southern district, p. 3.) Forty-three schools attended by 3,934 children returned last year 8·43 per cent. as above 12 years of age.

† This first Act was passed in 1844. It was unquestionably the result of the able report of the assistant commissioners published in 1841; particularly Sir J. P. Kay Shuttleworth's account of the Norwood Industrial School.

inoperative as the old one. Six district schools only have been formed in the entire country. In other respects the declared intentions of the Legislature remain without effect. "It is obvious" (says Mr. Temple) "that the reasons for the establishment of district schools are not of a nature to be readily appreciated by boards of guardians." The object of such schools is national; their operation, to be successful, must cover a large surface, and extend over a long period; and their results, however certain, are remote, belonging rather to posterity than ourselves. Considerations of this class are not likely to have weight with boards of guardians. The operation of such boards is local, isolated, and independent, and their function is temporary, having in view the present necessities of the poor, and the protection of the present ratepayers. It has nothing to do with posterity.

With reference to the probable occupation of the students of your normal school, as masters, at some future time, of district schools, your Lordships provided, by your Minutes of 1846, for the erection, in connexion with it, of "a model school of industry for the pauper children of some of the London unions." It is to be hoped that your intentions in this respect will ere long be carried into effect. Nothing can be more important than to give to your students the benefit of that experience which such a school would offer, or to the country the model of a pauper school conducted on sound principles.

The erection of a model school of industry provided for by the Minutes of 1846.

"There were on the 1st of January 1852, in the 597 unions of England, 40,557 children, giving an average of 68 children of both sexes for each workhouse;" a number which has been annually diminishing. Of these there are 21,038, being $51\frac{2}{5}$ per cent. of the whole, to whom the State stands in the place of a parent; they being orphans, or deserted, or the children of paupers not able to work. It is to create teachers for the education of these,—made children of the State by the law and providence of God, and by the common consent and practice of all ages and nations,—and of those others made destitute by the vices or the misfortunes of their parents, whom the State has adopted, that your Lordships have erected this training school.

Number of children at present resident in work-houses.

In the training of teachers for that object, labour is an essential element. Teachers of industry must practise it, and must be inured to it. A schoolmaster unable to work would be almost as much misplaced in his field garden as one unable to read and write would be in his school.

Labour an essential part in the training of the masters of pauper schools.

Industrial work enters accordingly very largely into the daily routine of Kneller Hall. I have appended a list of the rules by which it is regulated. (*Vide Appendix.*)

Every afternoon, at two, the students assemble in the build-

ing where their tools are kept. The gardener, Mr. Stewart, then reads to them the duties he has assigned to each group for the afternoon, and they go to work from that hour until a quarter before five. On a recent visit to the college between these hours I found them occupied as follows :

One party was turning over a heap of manure ; another removing earth ; a third carting liquid manure from the tank to the garden ; a fourth distributing it in the garden ; a fifth digging. On other occasions I have seen the whole of the students working in a gang at spade husbandry, with the principal in his shirt sleeves at their head. In occupations such as these he has been accustomed, indeed, I believe, generally, to take his part, adding not a little to the strength and efficiency of his little body of workmen, and setting, himself, the example of that industry to which he desires to train and inure them. He seeks, by this personal co-operation, to give to labour that place which is due to it in the public opinion of the institution, but which, without such a sanction and example, it would scarcely obtain.

The men formed under such a system as this are not likely to sit down and weep over the evil days on which they have fallen ; but, God being their helper, to be up and doing to amend them.

I have the honor to be, &c.

To the Right Honorable

The Lords of the Committee of Council on Education.

H. MOSELEY.

APPENDIX.

RULES FOR REGULATING THE FIELD-WORK.

1. The gong will sound at 5 minutes before 2, and the bell will immediately begin to ring, and continue till 2. The return bell will ring at a $\frac{1}{4}$ before 5.
2. The students are to muster at the tool-house, and the names to be called over by the captain of the field as soon as the bell stops.
3. Students not in time to answer to their names will remain out till 5 o'clock.
4. Students more than a $\frac{1}{4}$ of an hour after time, or a second time in the same week too late to answer to their names, will go to work all day the next day.
5. No leave of absence will be given to any student, unless applied for before 11 in the morning, and notified, when obtained, to the captain of the field.
6. As soon as names have been called, the captain of the field will read out what work each student is to do, and what tools he will require ; and each student as his name is read will take his tools and proceed to work.
7. As soon as the second bell rings each student will clean his tools, and proceeding to the tool-house deliver them up to the captain.
8. The ground will be gradually divided into plots, and as each plot is marked off it will be assigned to one of the students, who will be captain of that plot.
9. No work will be done on any plot except under the direction of its captain, but he will not be always working there.
10. The captain of a plot will keep a weekly report of work done on his plot, and an account of all expenditure and receipts from it.

11. The students will take turns weekly, two by two, to attend upon the horse in the afternoons. These turns are not to be shifted from one to another without leave.
12. The students will take turns weekly, one by one, to milk the cows. They are to be milked immediately before tea in the afternoon, and immediately after prayers in the morning.
13. Both the above rotations to be in alphabetical order.
14. The industrial master will give a weekly report of the way in which each student's work has been done for that week.

DUTIES OF THE CAPTAINS.

General.

1. To prevent indecorous noise in the bed-room.
2. To report to the principal, *in writing and immediately*, anything requiring attention in the bed-room.
3. To light and put out the gas.
4. To warn any of the students whom they see breaking the rules. If a captain has been present at such a breach of rules, and has *not* warned those who were so doing, he alone will be held responsible.
5. To see that their rooms, viz., the library, lecture-rooms, &c., be properly cleaned.

Special.

I.—The Captain of the Library.

1. To report every morning in writing to the principal the names of students *present* at prayers that morning and the evening before.
2. To collect the exercise books on the days appointed, *whether done or undone*, and bring them to the principal at 7 in the evening, reporting absentees.
3. To give the principal on Friday night at evening prayers a statement of the lectures given during the week.
4. To take charge of and distribute ink, pens, and other stationery.

II.—The Captain of the Field.

1. To give the industrial master every evening a list of the students who will have charge of the practising school the next day, specifying the times and classes.
2. To obtain from the industrial master every morning at breakfast time a list of the work to be done by each boy in the practising school, and to give the necessary information to the student in charge of the boys when at work.
3. To inform the industrial master every morning before 12 whether any and what students have obtained leave of absence from work.
4. To call the names at 2 o'clock.
5. To give out tools.
6. To receive them back again. See that they are properly cleaned and replaced. If the industrial master afterwards finds any tools not replaced, or not properly cleaned, the captain of the field will be liable to a day's work.
7. To prepare for the principal a weekly report of the work done every day, and of the farm and garden accounts, both then to be countersigned by the industrial master.

III.—The Captain of the Laboratory.

1. Always to have everything in readiness for the chemical lecturer.
2. To keep the keys of the laboratory, and to allow no one to go there, except in his company, or with written leave from the principal, or by express order from the chemical lecturer.
3. To keep an exact account of the state of the chemical and physical apparatus, as to breakages, need of repairs, &c.; and to report every week to the chemical lecturer.

CIRCULAR LETTER ADDRESSED TO H. M. INSPECTORS OF PAROCHIAL UNION SCHOOLS ; *with regard to circumstances under which a Teacher may be excused from undergoing examination.*

SIR, *Committee of Council on Education, Privy Council Office,
Downing-street, 30 July 1851.*

I BEG leave to request your attention to the following extract from a letter addressed by the Poor Law Board to the Committee of Council on Education :—

“The Board concur with the Committee of Council in opinion that, in future, in any case where the teacher is stated to be unable, through illness, to undergo an examination by the Inspector, a certificate from the medical officer of the fact should be produced to him. But where the teacher refuses to be examined, except upon the plea of illness duly certified as above mentioned, the Board consider that that circumstance may be regarded as sufficient to preclude any payment to the Guardians from the Grant in respect of the salary of such teacher.”

I have the honor to be, &c.,

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Parochial Union Schools, &c.

ANNUAL CALENDAR OF CERTIFICATED TEACHERS OF PAROCHIAL UNION SCHOOLS.

List of Teachers in Parochial Union Schools to whom Certificates have been granted by the Committee of Council on Education in the Parochial Year ended at Lady Day 1852.

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
BEDFORD	Amphill	Mary A. Pope	Probation	1	£ 19 9 0
	Bedford	Benjamin Spence	Competency	3	34 0 0
	"	Maria Woodrow	Competency	3	28 0 0
	Biggleswade	Susan Ashford	Probation	1	19 14 3
	Leighton Buzzard	John Wickstead	Competency	3	29 4 0
	"	Mary Anne Wickstead	Probation	2	19 6 0
	Woburn	Caroline Foster.	Probation	2	18 4 0
BERKS	Abingdon	Thomas Hassall	Competency	2	30 0 0
	"	Mary Hassall	Competency	3	28 0 0
	Bradfield	Joseph Coles	Probation	1	25 5 0
	"	Sarah E. Burnham	Probation	1	21 5 0
	Cookham	Robert Painter	Probation	1	21 15 0
	"	Louisa Bowen	Probation	1	20 13 0
	Easthampstead	George Gibbins	Probation	2	24 10 0
	Farringdon	Charles Mattingley	Competency	3	35 0 0
	"	Emma Mobbs	Probation	1	23 10 0
	Hungerford	John T. Walton	Competency	2	30 4 0
	"	Jane Eliza Davis	Competency	2	29 0 0
	Newbury	William Brownjohn	Probation	1	26 0 0
	"	Sarah E. Lord	Probation	1	23 7 0
	Wallingford	William Glendinning	Probation	2	24 7 0
	"	Ann Stride	None.	—	—
BUCKS	Wantage	John Butler	Probation	2	23 18 0
	"	Isabella Mountford	Competency	1	28 0 0
	Windsor, Old	Nicholas Polkinhome	Competency	1	31 0 0
	"	Amelia Burbidge	Competency	3	28 0 0
	"	"	"	—	—
BUCKS	Amersham	John Bettsworth	Probation	1	24 4 0
	"	Anne Dockery	Probation	1	22 9 0
	Aylesbury	Jesse Austin	Probation	3	20 0 0
	"	Elizabeth Roberts	Probation	2	20 0 0
	Buckingham	Philip Taplin	Competency	2	32 0 0
	"	Annie Salmon	Probation	2	20 0 0
	Eton	Henry Langley	Competency	1	33 4 0
	"	Kezia Rachel Potts	Probation	2	20 0 0
	Newport Pagnell	Richard Bodley	Probation	3	20 0 0
	"	Elizabeth Lockyer	Permission	2	8 0 0
	Winslow	Sarah Semper	None.	—	—
WYCOMBE	Wychcombe	Joseph James King	Probation	3	20 0 0
	"	Sarah Woodley	None.	—	—
	"	"	"	—	—
CAMBRIDGE	Cambridge	Henry Gee	Probation	2	25 0 0
	"	Mary Miller	Probation	2	20 0 0
	Caxton & Arrington	Margaret Hempson	Probation	1	21 2 0
	Chesterton	Robert Bennett	Probation	2	23 12 0
	"	Ellen Miller	Probation	2	19 6 0
	Linton	John Kerr	Competency	1	29 6 0
	"	Mary A. Robson	Probation	3	16 0 0
	Newmarket	William Andrews	Probation	1	30 0 0
	"	Emma Andrews	Permission	1	12 0 0
	North Witchford	Edward Robson	Probation	2	24 1 0
	"	Lucy Hutchinson	Probation	1	21 17 0
	Wisbeach	Robert Russell	Probation	1	27 7 0
	"	Mary Horn	Probation	2	20 0 0
	"	Mary Bland	Competency	3	28 0 0
	Ely	Edward Whitehead	Competency	3	32 16 0
CHESTER	"	Georgiana Whitehead	Permission	1	12 0 0
	Altrincham	William Roscoe	Competency	2	29 8 0
	"	Mary Ingham	Probation	2	19 3 0
	Chester	Elizabeth Haswell	Probation	2	20 0 0
	Congleton	Thomas Dean	Probation	2	24 7 0
MACCLESFIELD	"	Mary C. Harrap	Probation	3	16 0 0
	"	Henry Arnold	Competency	2	32 8 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
CHESHIRE	Macclesfield	Mary Delves	Probation	2	19 9 0
	Nantwich	Hannah Foulkes	Probation	2	20 0 0
	Northwich	John W. Roberts	Probation	2	25 0 0
	"	Mary J. Rosson	Permission	2	8 0 0
	Stockport	George Burgess	Competency	2	35 0 0
	"	Eliza Burgess	Probation	1	22 9 0
	Wirral	William Ness	Efficiency	3	37 5 0
	"	Jane Kirby	Probation	2	19 9 0
	"	"	"	"	"
	"	"	"	"	"
CORNWALL	Austell, St.	William Cary	None.	2	20 0 0
	"	Eliza Carthew	Probation	1	28 5 0
	Bodmin	Richard Lawry	Probation	1	12 0 0
	"	Elizabeth Lawry	Permission	1	26 16 0
	Columb, St.	Mary H. Buckingham	Competency	3	27 0 0
	Falmouth	Sarah Godolphin	Competency	3	26 8 0
	Germans, St.	Betsy Glanville	Competency	3	28 0 0
	Helston	Susan Trounce	Competency	2	31 0 0
	Launceston	Anne Tapson	Competency	3	31 4 0
	Liskeard	William Kingdon	Competency	3	27 4 0
	"	Elizabeth Mary Gower	Probation	3	16 0 0
	"	Elizabeth A. Dawe	Competency	3	28 8 0
	Penzance	William Jemmens	Competency	3	24 4 0
	"	Mary A. Ladner	Competency	1	31 16 0
	Redruth	Edward E. Tregenza	Probation	3	16 0 0
	"	Elizabeth Harris	Probation	2	20 0 0
	"	Mary C. Wren	Competency	3	28 0 0
	Truro	Mary Carthew	Competency	3	33 12 0
CUMBERLAND	Carlisle	Charles Watson	Probation	3	16 0 0
	"	Isabella Railton	Permission	3	5 0 0
	Cockermouth	Thomas Tallentire	Probation	1	24 0 0
	"	Grace Charters	Competency	3	31 4 0
	Longtown	John Dixon	Competency	2	32 12 0
	Penrith	Thomas Maguire	Competency	3	28 0 0
	"	Elizabeth Dalston	Efficiency	3	50 0 0
	Whitehaven	William Benson	Competency	2	16 0 0
	"	Barbara Waters	Competency	2	29 8 0
	Wigton	Thomas Richardson	Probation	1	19 0 0
DERBY	Ashbourne	John Massey	Permission	1	15 0 0
	"	Mary Goodall	Probation	2	19 15 0
	Bakewell	William Howard	Probation	3	23 9 0
	"	Julia Taylor	Probation	3	16 0 0
	Belper	John Bacon	Efficiency	3	44 5 0
	"	Frances Ride	Probation	2	20 0 0
	Chesterfield	John Knight	Permission	1	15 0 0
	"	Elizabeth Felton	Probation	2	17 7 0
	Derby	Isaac Watts	Competency	3	32 4 0
	"	Sarah Earp	Probation	2	19 9 0
DEVON	Shardlow	William Martin	Competency	3	31 8 0
	"	Maria Redfern	Probation	2	19 18 0
	"	"	"	"	"
	"	"	"	"	"
	Axminster	George E. Coleman	Competency	2	33 0 0
	"	Sarah G. Harris	Competency	3	27 0 0
	Barnstaple	Albert Snow	Efficiency	2	40 0 0
	"	Eliza Shapland	Competency	3	28 0 0
	Bideford	Charles Snell	Permission	1	15 0 0
	"	Mary Snell	Permission	2	8 0 0
DEVON	Crediton	William Cross	Probation	1	28 8 0
	"	Elizabeth Leach	Competency	3	25 0 0
	East Stonehouse	Nicholas Dyer	None.	"	"
	"	Anne M. Smith	Competency	2	26 0 0
	Exeter (City)	Josiah Fryer	Competency	3	31 0 0
	"	Anne Jane Thompson	Competency	2	25 8 0
	Exeter, St. Thomas	George Dowling	Competency	3	35 0 0
	"	Elizabeth Dowling	Competency	2	30 16 0
	Honiton	Ann Chown	Competency	3	28 0 0
	Kingsbridge	George Ford	Probation	1	26 3 0
DEVON	"	Mary Willcocks	Probation	2	20 0 0
	Newton Abbot	Samuel Husson	Efficiency	2	46 5 0
	"	Elizabeth Heath	Competency	2	28 8 0
	Plympton, St. Mary	Elizabeth Robertson	Probation	2	20 0 0
	South Molton	Edmund Kirby	Competency	2	33 0 0
	"	Matilda Drake	Probation	1	20 10 0
	Tavistock	Thomas Smale	Probation	2	23 0 0
	"	Susannah S. Brend	Probation	1	19 6 0
	Tiverton	Edmund H. Cornwall	Probation	1	25 5 0
	"	Harriet Salter	Probation	3	16 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
DEVON	Torrington	George Free	Probation	2	£ s. d. 24 10 0
	"	Mary Ann Hicks	None.	—	—
	Totnes	William Tope	Competency	3	34 0 0
	"	Mary Gibbs	Probation	3	16 0 0
DORSET	Beaminster	Nathaniel Much	Probation	1	25 14 0
	"	Marianne Bartlett	Probation	2	20 0 0
	Bridport	Robert Glyde	Competency	3	28 16 0
	"	Jane Glyde	Competency	2	23 8 0
	Cerne Abbas	Susan Biles	Competency	3	28 0 0
	Dorchester	John Bennett	Competency	2	34 12 0
	"	Ann Brown	Permission	1	12 0 0
	Poole	Margaret Loveridge	Probation	1	19 6 0
	Shaftesbury	Jane W. Britton	Probation	1	22 15 0
	Sturminster	Ann Galpin	Competency	3	27 4 0
	Wareham	Jane Steimmans	Probation	1	23 10 0
	Weymouth	James Collier Serrard	None.	—	—
	"	Sarah Tucker	None.	—	—
DURHAM	Wimborne	Elizabeth Ticknell	Probation	2	20 0 0
	Sunderland	George Morley	Probation	1	25 14 0
ESSEX	"	Jane E. Harrison	Competency	3	25 0 0
	Billericay	Richard Moore	Probation	1	24 16 0
ESSEX	"	Lucy Stibbard	Probation	3	16 0 0
	Braintree	John Bragg	Probation	3	20 0 0
	"	Jane Bush	Permission	1	12 0 0
	Chelmsford	Anthony Pacchi	Probation	1	26 15 0
	"	Agnes Gregory	Permission	1	12 0 0
	Colchester	John Wicks	Competency	3	31 0 0
	"	Sarah Pierce	Probation	2	20 0 0
	Dunmow	Alfred Warner	Probation	2	25 0 0
	"	Elizabeth Jeyes	Probation	3	16 0 0
	Epping	Joshua Allen	Competency	2	30 12 0
	"	Jane Allen	Probation	2	18 14 0
	Lexden & Winstree	John E. Grey	Competency	3	30 0 0
	"	Mary A. Axborrow	Probation	1	20 19 0
	Maldon	John Livermore	Probation	1	25 14 0
	"	Apollonia Biggs	None.	—	—
	Ongar	Frederick Potter	Permission	1	15 0 0
	"	Lavinia Potter	Probation	2	18 5 0
	Orsett	William Seaton	Competency	2	33 8 0
	"	Ann Smith	Competency	2	28 8 0
	Rochford	Horatio Walter Miall	Probation	2	25 0 0
	"	Eliza Withingham	None.	—	—
	Romford	Richard Latter	Probation	2	24 10 0
	"	Eliza Dawson	None.	—	—
	Saffron Walden	Henry Caslake	Competency	3	35 0 0
	"	Sarah Caslake	None.	—	—
	Tendring	George Carter	Competency	2	32 18 0
	"	Rosa Smith	Probation	3	16 0 0
	West Ham	Alfred Marshall	Probation	1	26 3 0
	"	Eliza Clark	Probation	3	16 0 0
	Witham	Henry Dixon	Competency	3	30 12 0
	"	Emma Mullock	Probation	1	13 0 0
GLOUCESTER	Bristol Incorporation	Thomas Davies	Grant	—	50 0 0
	"	Richard Hughes (Sec- ond Master)	Efficiency	2	55 0 0
	"	Sarah Cogle	Competency	2	40 0 0
	"	Eliza Malone (Second Mistress)	Probation	1	30 0 0
	"	Amelia Kerr (Indus- trial Mistress)	Probation	2	20 0 0
	Cheltenham	Walter Easton	Probation	1	27 1 0
	"	Eliza Harris	Competency	3	23 0 0
	Chipping Sodbury	John Purnell	Probation	2	22 11 0
	"	Elizabeth Britton	Probation	3	16 0 0
	Cirencester	Jehn Williams	Probation	1	26 9 0
	"	Anne Williams	Competency	2	23 0 0
	Clifton	Thomas Milligan	Competency	1	39 0 0
	"	Mary Harte	Efficiency	2	44 0 0
	"	Anne Cecilia Harte	Efficiency	2	36 10 0
	Dursley	Noah Cornock	Probation	2	22 8 0
GLOUCESTER	"	Sarah Exell	Permission	2	8 0 0
	"	John Armstrong	Efficiency	3	36 5 0
	"	Christian R. Monk	Probation	3	16 0 0
	Newent	Sarah Williams	Probation	1	20 10 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
GLOUCESTER	Northleach	Edwin Wilson	Probation	1	£ 21 13 0
		Elizabeth A. Counce	Permission	1	12 0 0
	Stow-in-the-Wold	Anne Pearce	Competency	1	26 12 0
	Stroud	Thomas Fyles	Competency	2	33 8 0
		Sarah Fyles	Competency	3	28 0 0
	Tetbury	Ruth Liddiatt	Probation	3	16 0 0
	Tewkesbury	Elizabeth Turner	Probation	2	17 4 0
	Thornbury	Ann Lane	Probation	2	18 14 0
	Westbury-on-Severn	Walter Carter	Probation	3	20 0 0
		Annie Brain	Permission	1	12 0 0
	Wheatonhurst	Ann Lidiard	None.	—	—
	Winchcombe	Caroline Court	Probation	2	18 14 0
HANTS	Alresford	Mary Hasted	Probation	2	19 18 0
	Alverstoke	William Blair	Permission	1	15 0 0
	Andover	Lewis Edgar Hutchings	Probation	1	25 15 0
		Harriet Maria Chapman	Probation	2	20 0 0
	Basingstoke	Edmund Pink	Competency	2	34 0 0
		Martha Eskeildson	None.	—	—
	Christchurch	Lucinda Gould	Efficiency	2	30 5 0
	Droxford	John Evans	None.	—	—
		Maria Evans	None.	—	—
	Fareham	William Ashford	Probation	2	22 5 0
		Maria Winsor	Probation	1	20 16 0
	Havant	Henry Hillier	Probation	3	20 0 0
		Amy S. Ide	Probation	3	16 0 0
	Kingsclere	Jane Howell	Probation	2	20 0 0
	Lymington	James George	Probation	1	23 12 0
		Amelia Early	Competency	1	25 4 0
	New Forest	Jasper Clarke	Competency	3	31 0 0
		Sarah Clarke	Competency	2	25 4 0
	Portsea Island	William Reed	Efficiency	1	70 0 0
		Mary F. Dixon (Assis- tant Mistress)	Probation	1	23 10 0
		Mary Dixon	Competency	2	32 0 0
	Ringwood	Harriet Pilbrow	Probation	2	19 15 0
	Romsey	Alfred Doswell	Probation	3	20 0 0
		Sarah Gulliver	Probation	1	17 19 0
	Southampton In- corporation	Charles Spray	Efficiency	3	40 10 0
		Ann Hailand	Competency	3	28 0 0
	Stoneham, South-	William Macklin	Probation	1	25 5 0
		Jessy Goodman	None.	—	—
	Whitchurch	Joshua Poole	Probation	2	23 3 0
	Wight, Isle of	James G. Fill	Competency	1	37 0 0
		Elizabeth Chiverton St.	Competency	3	28 0 0
		John	—	—	—
		Jane West (Assistant Mistress)	Probation	3	16 0 0
		Mary Emerson (Infant)	Competency	3	28 0 0
HEREFORD	Winchester	Thomas Harding	Competency	2	29 16 0
		Rhoda West	Probation	3	16 0 0
	Bromyard	Mary Randall	Competency	1	25 0 0
	Dore (Abbey)	John James Taffs	None.	—	—
		Ann Hughes	Probation	3	16 0 0
	Hereford	Henry Parry	None.	—	—
		Thomas Bull (Indus- trial Superintendent)	Special Grant	—	35 0 0
		Ann Jenkins	Probation	1	20 19 0
	Ledbury	Sarah Ricketts	None.	—	—
	Kington	Caroline Eames	Probation	1	20 1 0
HERTFORD	Ross	Mary Williams	Permission	2	8 0 0
	Albans, St.	Robert Harris	Probation	2	24 7 0
		Mary Ann Harris	Probation	3	16 0 0
	Barnet	Richard Buckell	Permission	2	10 0 0
		Frances Woodcock	Competency	2	27 4 0
	Bishop Stortford	William Savill	Probation	1	30 0 0
		Jane Harris	Probation	2	20 0 0
	Hertford	James Tyler	Permission	3	5 0 0
		Elizabeth Parnsey	Permission	1	12 0 0
	Hitchin	William Strickland	Competency	2	31 0 0
		Martha Bromley	Probation	2	18 4 0
	Royston	Alexander M'Alister	Competency	2	31 0 0
		Jane Somerville	Probation	2	20 0 0
	Ware	John Beckford	Probation	3	20 0 0
		Jane A. Kurr	Probation	1	18 14 0
	Watford	Thomas Elstone	Probation	3	20 0 0
		Charlotte Siddall	Probation	2	20 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
HUNTINGDON	Huntingdon	Matilda Fromant	Competency	2	29 4 0
	Ives, St.	Joseph Green	Probation	1	24 2 6
	"	Mary Briggs	Probation	1	21 14 0
	Neots, St.	Amos Haynes	Probation	2	22 12 0
	"	Sarah Ann Gibson	Competency	3	26 2 0
KENT	Ashford, East	George Stevenson	Probation	2	22 17 0
	Ashford, West	Caroline Brencchley	Probation	2	19 15 0
	"	John T. Jones	Probation	2	22 8 0
	"	Sarah Griggs	Probation	2	19 0 0
	Aylesford, North	John Osmotherley	Probation	3	20 0 0
	"	Emma Burnham	Probation	3	16 0 0
	Blean	Alfred Bleaksby	Competency	3	30 0 0
	"	Rebecca Lisnom	Permission	2	8 0 0
	Bridge	Charles Culver	Probation	1	22 2 0
	"	Elizabeth Pilcher	Probation	3	16 0 0
	Bromley	Samuel Berridge	Probation	1	23 6 0
	"	Maria Berridge	Probation	3	16 0 0
	Canterbury	Edwin Dalby	Competency	3	27 16 0
	"	Elizabeth Sewell	Probation	1	19 6 0
	Cranbrook	William Williams	Competency	2	29 8 0
	"	Laura Williams	Permission	1	12 0 0
	Dartford	William R. Sawyer	Probation	1	24 4 0
	"	Sophia M. A. Fletcher	Probation	3	16 0 0
	Dover	John William Brockman	Competency	2	31 8 0
	"	Ann Blake	Probation	2	20 0 0
	Eastry	Henry Reeves	Competency	3	32 8 0
	"	Emma Allen	Probation	1	23 4 0
	Elham	Edwin Major	Probation	2	22 8 0
	"	Elizabeth Cheeseman	Probation	3	16 0 0
	Faversham	Thomas Elvey	Probation	2	25 0 0
	"	Jane Wellington	Probation	3	16 0 0
	Gravesend	John J. Taffs	Probation	2	21 16 0
	"	Ann E. Nicholas	Probation	3	16 0 0
	Greenwich	Jane Norris	Probation	1	24 0 0
	"	Isabella Halley	Probation	1	24 0 0
	"	Elizabeth Norris (Se- cond Mistress)	Probation	1	24 0 0
	Hollingbourne	Richard Maxted	Probation	2	24 13 0
	"	Mary A. Edwards	Permission	2	8 0 0
	"	Mary A. Hobbs	Probation	3	16 0 0
	Maidstone	Christopher Baker	Competency	2	40 0 0
	"	Mary A. Locke	Probation	1	24 0 0
	Malling	Edward Lurcock	Competency	1	32 4 0
	"	Mary A. Barnett	Probation	2	20 0 0
	Medway	James Sargent	Competency	3	34 12 0
	"	Mary Sargent	Probation	3	16 0 0
	Milton	Henry John Johnson	Probation	1	24 4 0
	"	Matilda P. Church	Probation	2	19 12 0
	Seven Oaks	Robert Collings	Competency	3	31 0 0
	"	Susannah Stevenson	None.		
	Sheppey	Thomas Gorfett	Probation	2	24 10 0
	"	Catherine Gorfett	Probation	3	16 0 0
	Tenterden	James Cornish	Competency	2	30 8 0
	"	Caroline King	Competency	3	26 0 0
	Thanet, Isle of	Henry G. Holloway	Competency	3	34 0 0
	"	Caroline Holloway	Probation	2	20 0 0
	Tonbridge	Frederick Hinkley	Competency	3	34 4 0
	"	Sarah Roots	Competency	3	27 8 0
LANCASTER	Ashton-under-Lyne	Sarah Kinch	Probation	3	16 0 0
	Blackburn	John Pooley	Probation	1	25 11 0
	"	Alice Bennett	Probation	2	19 16 0
	Burnley	James Hodgson	Probation	3	20 0 0
	Chorlton	Jas. Hutchinson Stewart	Competency	1	30 8 0
	"	Sarah Stewart	Probation	2	20 0 0
	Hindley	Eliza Beattie	Permission	2	8 0 0
	Kirkdale Industrial	Henry J. Hagger	Grant		100 0 0
	"	Samuel Ridley Smith	Competency	1	45 0 0
	"	John Brown	Efficiency	3	50 0 0
	"	Thomas Smith	Probation	1	30 0 0
	"	Grace Halstead	Competency	3	28 0 0
	"	Sarah Crabtree	Probation	1	24 0 0
	"	Margaret Muske	Probation	2	20 0 0
	Lancaster	Edward Francis	Competency	3	28 8 0
	"	Rebecca Alice Rawlinson	Competency	3	22 8 0
	Leigh	Thomas Hilton	Probation	3	20 0 0
	Liverpool	John Roberts	Competency	2	40 0 0
	"	Anne Casanave	Competency	2	32 0 0
	"	Anne Hilton (Infant)	Probation	1	24 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
LANCASTER	Manchester	James Ashton	None.	—	—
	Oldham	William Murgatroyd	Probation	1	25 14 0
	"	Harriet Cocker	Permission	2	8 0 0
	Ormskirk	Mary Maddocks	Permission	1	12 0 0
	Pendleton	William Wilkinson	Probation	3	20 0 0
	"	Ann Wilkinson	Probation	1	21 14 0
	Pilkington	William Taylor	Probation	1	25 12 6
	"	Eliza Tonge	Competency	3	27 10 0
	Prescot	Mary Perkins	Probation	1	21 11 0
	Preston	Alexander McAlister	Competency	2	37 12 0
	"	Anne Bulman	Permission	1	12 0 0
	Swinton Industrial	Charles Newton	Efficiency	1	60 0 0
	"	Samuel Dyson	Efficiency	1	60 0 0
	"	William Woof	Efficiency	3	50 0 0
	"	James M'Leod	Efficiency	1	71 4 0
	"	Jane Coar	Competency	3	28 0 0
	"	Grace E. M'Leod	Competency	2	28 16 0
	Ulverstone	John Charles Budd	Competency	2	31 8 0
	"	Rebecca Alice Robinson	Competency	3	26 4 0
	West Derby	Thomas Wilson Reed	Competency	2	40 0 0
LEICESTER	"	Isabella Corn	Probation	3	16 0 0
	"	Sarah Berry	Competency	2	32 0 0
	Wigan	Elizabeth Green	Competency	3	28 0 0
	Ashby-de-la-Zouch	Rhoda Woods	Competency	3	28 0 0
	Barrow-on-Soar	John Welding	Competency	3	28 0 0
	"	Harriet Dear	Permission	1	12 0 0
	Billesdon	Elizabeth Easom	Probation	3	16 0 0
	Blaby	Louisa Atkinson	Probation	2	19 16 0
	Hinckley	Anne Baker	Probation	1	20 13 0
	Leicester	William Carr	Competency	3	30 18 0
	"	Emma Weston	Probation	2	19 16 0
	Loughborough	Samuel Garve	Probation	3	20 0 0
	"	Ann M. Lee	Probation	3	16 0 0
	Market Harboro'	Eliza Harding	Probation	1	20 7 0
	Melton Mowbray	Samuel Rushton	Competency	2	33 4 0
	"	Catherine Rushton	Competency	1	26 12 0
LINCOLN	Boston	Henry Richards	Competency	1	38 4 0
	"	Sarah Driver	Competency	1	31 12 0
	Bourn	Samuel Knight	Probation	2	23 4 0
	"	Elizabeth Whitehead	Probation	3	16 0 0
	Caister	Francis Wilson	Probation	1	25 8 0
	"	Jane Wilson	Permission	1	12 0 0
	Gainsborough	George Greenwood	Efficiency	2	47 0 0
	"	Anne Lumby	Competency	2	32 0 0
	Glandford Brigg	Adam Smith	Competency	1	34 12 0
	Grantham	William Drury	Probation	1	27 7 0
	"	Sarah Steel	Competency	3	27 0 0
	Holbeach	William Arnold	Efficiency	3	49 5 0
	"	Hannah Arnold	Probation	1	24 0 0
	Horncastle	Robert Gray	Probation	1	30 0 0
	"	Sarah Brothwell	Probation	1	26 12 0
	Lincoln	John Hammond	Probation	1	23 5 0
	"	Mary A. Finlay	Competency	3	28 0 0
	Louth	Charles Norton	Probation	1	26 12 0
	"	Mary Anne Steward	Permission	1	12 0 0
MIDDLESEX	Sleaford	James Day	Competency	3	39 3 0
	"	Susannah Greenwood	Competency	3	28 0 0
	Spalding	Sarah A. Appleby	Probation	1	22 3 0
	Spilsby	William Holbrook	Competency	1	33 14 8
	"	Susannah Williamson	Competency	2	30 0 0
	Stamford	William Rowson	Competency	3	35 0 0
	"	Mary Anne Rowson	Probation	1	24 0 0
	Bloomsbury, St. Giles and St. George	Charlotte Siggers	Probation	2	20 0 0
	Bloomsbury, Infant	Sarah Riley	Probation	2	20 0 0
	Bethnal Green	James Lee	Probation	1	30 0 0
	"	Mary J. Thomason	Competency	3	28 0 0
	Brentford	George R. Savory	Competency	2	33 16 0
	"	Francis Cripps	Competency	2	29 0 0
	Clerkenwell	William Harrup	Competency	3	33 12 0
	"	Anne Stubbings	Probation	3	16 0 0
	Edmonton	Henry Parker	Competency	3	35 0 0
	"	Martha Parker	Probation	3	16 0 0
	Fulham	William Richard Lockin	Competency	3	35 0 0
	"	Maria Fisher	None	—	—

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
MIDDLESEX.	George, St., in the East	Samuel Harding	Probation	1	30 0 0
	Hackney	Sarah Harding	Permission	1	12 0 0
	"	Richard D. Callaway	Probation	1	26 18 0
	"	Ellen Jones	Probation	1	24 4 0
	Hendon	Allen Matthews	Probation	1	21 10 0
	"	Elizabeth Jones	Probation	3	16 0 0
	"	William Robinson	Competency	2	38 4 0
	Holborn	Emily Clarke	Probation	1	23 10 0
	Islington	John Baber	Competency	3	32 12 0
	"	Janet Liddle	None.		
	Kensington	John Mellor	Competency	2	29 16 0
	"	Fanny Reeves	Probation	1	19 3 0
	Luke's, St.	Major Daine	Probation	2	25 0 0
	"	Sarah M. Cayzer	Probation	1	21 2 0
	Poplar	Henry Newton	Probation	2	25 0 0
	"	Abigail M. Roberts	Probation	2	20 0 0
	Shoreditch, St. Leonard's	George Goethe Cook	Probation	2	25 0 0
	"	Sophia M. Cook	Probation	2	19 6 0
	Staines	John Saunders	Probation	2	25 0 0
	"	Mary Anne Eliza Collins	Probation	1	20 16 0
	Stepney	Alfred Moseley	Competency	1	45 0 0
	"	Elizabeth Moseley	Competency	2	32 0 0
	"	Ann Ford	Probation	1	24 0 0
MONMOUTH.	" (Infant)	Marianne Taylor	Probation	3	16 0 0
	Strand	Thomas Tye	Competency	2	33 8 0
	"	Maria Stedall	Competency	3	28 0 0
	Uxbridge	Edward Austin	Probation	2	24 4 0
NORFOLK.	"	Sarah Brigham	Probation	3	16 0 0
	Whitechapel	John Parton	Competency	1	45 0 0
	"	Sarah Smith	Competency	3	28 0 0
	"	"	"	"	"
NORFOLK.	Abergavenny	Elizabeth Bevan	Probation	1	21 11 0
	Chepstow	Mary A. Taylor	Probation	1	22 0 0
	"	John Edwards	Permission	1	15 0 0
	Newport	Ann Walters	None.		
	Pontypool	Elizabeth C. Roberts	Probation	3	16 0 0
	"	"	"	"	"
	Aylsham	Francis Slipper	Probation	1	26 3 0
	"	Hannah Bush Conyard	Probation	2	20 0 0
	Blofield	Frederick Elmer	Probation	2	25 0 0
	"	Susannah Elmer	Probation	2	20 0 0
	Depwade	Zills Bunting Francis	Competency	2	33 0 0
	"	Matilda Anne Brock	Competency	3	28 0 0
	Docking	John Crittenden	Probation	1	22 17 0
	"	Mary Marsham	Permission	2	8 0 0
	Downham	William Saville	Probation	1	28 2 0
	"	Jane Saville	Probation	2	20 0 0
	Erpingham	George Conyard	Probation	2	23 6 0
	"	Emily Ward	Probation	1	19 9 0
	Faith's, St.	Joseph Howlett	Competency	2	31 12 0
	"	Elizabeth Howlett	Probation	1	20 19 0
	Flegg, East and West	Fanny Webb	Probation	1	20 10 0
	Forhoe	Edmund Monsey	Probation	2	23 6 0
	"	Agnes Colman	Probation	1	19 3 0
	Freebridge Lynn	Maria Mason	Permission	2	8 0 0
	Guiltecross	Hugh Mackay	Competency	2	36 8 0
	"	Kezia Horne	Probation	2	20 0 0
	Henstead	James Youels	Probation	1	23 15 0
	"	Ann Youels	Probation	1	17 10 0
	King's Lynn	Edward J. Ashby	Probation	2	22 11 0
	"	Hannah Cary	Probation	1	19 6 0
	Loddon and Clavering	Edwin Slipper	Probation	1	28 5 0
	"	Mary A. Groome	Probation	3	16 0 0
	Milford and Launditch	Robert Bradfield	Efficiency	3	49 0 0
	"	Charlotte Wing	Probation	1	24 0 0
	" (Infant)	Harriet Perfect	Probation	1	21 8 0
	Norwich City	Isaac Bailey	Competency	3	29 0 0
	"	Elizabeth Wood	Permission	1	12 0 0
	"	Ruth Grint (Industrial Mistress)	Probation	2	19 0 0
	Swaffham	Thomas Balls	Probation	1	24 16 0
	"	Ann Winter	None.		
	Thetford	James Ward	Competency	2	33 8 0
	"	Harriet Ward	Permission	1	12 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.		
					£	s.	d.
NORFOLK	Tunstead and Happing	Thomas Wicks	Probation	1	21	19	0
	"	Mary M'Cordran	Probation	3	16	0	0
	Walsingham	Benjamin Reader	Probation	3	20	0	0
	"	Harriet Howlett	Probation	1	19	12	0
	Wayland	Thomas Eastgate	Competency	3	28	0	0
	"	Mary Anne Middleton	Probation	1	18	14	0
	Yarmouth, Great	Alfred Buck	Efficiency	2	47	5	0
	"	Elizabeth Buck	Probation	2	20	0	0
NORTHAMPTON.	Brackley	Edwin Hall	Competency	3	29	12	0
	"	Harriet Wilson Flecknoe	Competency	3	27	8	0
	Brixworth	Edward Watts	Competency	3	29	16	0
	"	Mary Sharp	Probation	3	16	0	0
	Daventry	Celina Ward	Competency	2	32	0	0
	Hardingstone	Caroline Chapman	Probation	2	19	16	6
	Kettering	Wheeler Stephens	Probation	1	22	8	0
	"	Louisa M. Stephens	Probation	3	16	0	0
	Northampton	Joseph West	Competency	3	35	0	0
	"	Sarah West	Probation	3	16	0	0
	Oundle	Milicent Reesby	Probation	2	18	9	0
	Peterborough	Alfred Sparke	Efficiency	3	50	0	0
	"	Mary Sparke	Probation	1	24	0	0
	Potterspury	William Francis Whiston	Competency	1	31	8	0
	"	Mary A. Pittam	Probation	2	20	0	0
	Thrapston	Eleanor Ives	Competency	2	23	8	0
	Towcester	Thomas James	Probation	2	21	2	6
	"	Mary Webb	Permission	1	12	0	0
	Wellingborough	William H. Moores	Probation	3	20	0	0
	"	Sarah Harrison	Probation	2	19	0	0
NORTHUMBERLAND.	Berwick-on-Tweed	Thomas H. Tait	Competency	1	35	12	0
	"	Margaret Atkinson	None.				
	Glendale	George Paxton	Competency	3	31	1	4
	Hexham	Joseph Coats	Probation	2	24	1	0
	"	Mary A. Seymour	Probation	3	16	0	0
	Newcastle-on-Tyne	James Rae	Competency	2	40	0	0
NOTTINGHAM	Tynemouth	Ann Armstrong	Probation	1	24	0	0
	"	Elizabeth Hedley	Probation	2	20	0	0
	Basford	Benjamin Hibbert	Competency	1	30	12	0
	"	Elvina Rushton	Competency	3	26	2	0
	Bingham	Fanny Eadson	Competency	2	26	0	0
	Mansfield	Eliza Simpson	Competency	2	27	4	0
	Newark	William Jardine	Competency	3	33	4	0
	"	Harriet Pattison	Probation	1	22	3	0
	Nottingham	Thomas C. Cave	Competency	3	34	4	0
	"	Mary A. Osborne	Competency	3	25	16	0
	Retford, East	Sarah Hancock	Probation	1	20	19	0
	Southwell	Thomas Driver	Probation	3	20	0	0
OXFORD	"	Susan Thompson	Probation	1	18	5	0
	Worksop	Louisa M. Foster	Probation	1	21	2	0
	Banbury	Thomas Wise	Competency	2	34	0	0
	"	Mary Timms	Probation	1	16	0	0
	Bicester	Thomas Barnes	Probation	2	22	5	0
	"	Rosa Dorell	Probation	1	21	14	0
	Chipping Norton	Elizabeth Brown	Probation	1	21	1	0
	Headington	Anne Weller	Probation	1	20	0	0
	Henley	Samuel Mortlock	Probation	3	20	0	0
	"	Susannah Dumbleton	Probation	1	22	0	0
	Oxford City	Edmund Kirby	Competency	2	35	0	0
	"	Elizabeth Tubb	Competency	3	28	0	0
	Thame	George F. J. Lemoine	Competency	1	31	0	0
	"	Martha Coles	Competency	3	27	0	0
RUTLAND	Witney	William Brears	Competency	3	35	0	0
	"	Jane Bryan	None.				
	"	Mary Mountford	Efficiency	3	30	5	0
	Woodstock	Henry Flint	Probation	2	23	3	0
	"	Emma Hudson	Probation	2	19	15	0
	"	"	"	"	"	"	"
SALOP	Oakham	James Hinds Leach	Probation	1	24	4	0
	Uppingham	Emma Measures	Competency	3	27	6	0
	"	"	"	"	"	"	"
SALOP	Atcham	Walter Welland	Efficiency	3	43	10	0
	Church Stretton	Sarah Atkinson	Permission	1	12	0	0
	Clun (Bishop Castle)	Joseph Dorricott	Probation	2	22	11	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
SALOP -	Ellesmere -	Edward Jones -	Probation -	1	25 14 0
	" -	Mary Pay -	Probation -	3	16 0 0
	Ludlow -	Lavinia Moon -	Competency -	2	27 4 0
	" -	Sarah Whithall -	Grant -	—	12 0 0
	Market Drayton -	Martha Crutchley -	None -	—	—
	Newport -	Mary Price -	Probation -	3	16 0 0
	Oswestry -	Joseph Kirkham -	Competency -	2	33 8 0
	" -	Susannah M. Kirkham -	Probation -	1	20 4 0
	Shifnal -	Anna M. Thomason -	Probation -	3	16 0 0
	Shrewsbury -	Thomas Darlington -	Probation -	2	24 7 0
	" -	Harriet Darlington -	Grant -	—	10 0 0
	South-east Shropshire -	Henry Garland -	Efficiency -	1	85 0 0
	" -	Henry Bower -	Probation -	2	25 0 0
	" -	Miss Garland -	Grant -	—	10 0 0
SOMERSET -	Wellington -	John Davies -	Competency -	1	34 4 0
	Wem -	John Jeffreys -	Permission -	1	15 0 0
	Whitchurch -	Mary Price -	Probation -	3	16 0 0
	Axbridge -	James Salisbury -	Probation -	2	25 0 0
	" -	Elizabeth Salisbury -	Competency -	3	28 0 0
	Bath -	William Hurd -	Competency -	1	45 0 0
	" -	Eliza Norris -	Competency -	1	36 0 0
	Bedminster -	George Cox -	Probation -	2	25 0 0
	" -	Elizabeth Goulston -	Probation -	3	16 0 0
	Bridgewater -	Henry Minchin -	Probation -	2	25 0 0
	" -	Ann Walkden -	Probation -	1	24 0 0
	Chard -	Thomas C. Crocher -	Probation -	1	26 15 0
	" -	Elfrida Taylor -	Probation -	2	20 0 0
	Clutton -	Joseph Driver -	Competency -	3	31 4 0
SOMERSET -	" -	Elizabeth Briggs -	Probation -	2	20 0 0
	Frome -	Wellington G. Sutton -	Probation -	1	25 15 0
	" -	Honor Watts -	Competency -	3	28 0 0
	Keynsham -	Richard Woolwright -	Competency -	3	31 0 0
	" -	Sarah Bowker -	Probation -	3	16 0 0
	Langport -	Robert Killip -	Competency -	1	33 16 0
	" -	Mary A. Killip -	Grant -	—	15 0 0
	Shepton Mallett -	Joseph Carpenter -	Competency -	3	29 0 0
	" -	Sarah Ann Cogle -	Competency -	3	26 0 0
	Taunton -	Thomas Bailey -	Competency -	3	30 4 0
	" -	Emma Bartlett -	Competency -	3	26 0 0
	Wells -	Robert Morgan -	Competency -	1	43 0 0
	" -	Anne Morgan -	Probation -	3	16 0 0
	Wellington -	Thomas Warren -	Probation -	2	24 4 0
SOMERSET -	" -	Caroline Windsor -	Competency -	2	30 0 0
	Wincanton -	George Pryce -	None -	—	—
	" -	Emma Curtis -	Probation -	1	20 1 0
	Yeovil -	William Squire -	Probation -	2	24 13 0
	" -	Elizabeth Perry Loader -	Competency -	2	27 0 0
STAFFORD -	Burton-on-Trent -	William Graham -	Competency -	2	30 0 0
	" -	Fanny Hanson -	Probation -	1	19 12 0
	Cheadle -	Jane Ramage -	Efficiency -	1	37 0 0
	Leek -	Charles Green -	Probation -	3	20 0 0
	" -	Elizabeth Smith -	Probation -	1	18 14 0
	Lichfield -	Mary Roberts -	Probation -	2	20 0 0
	Newcastle-under-Lyne -	Thomas E. Bennett -	Competency -	3	35 0 0
	" -	Mary Lodge -	Permission -	1	12 0 0
	Penkridge -	Mary Bradshaw -	Probation -	1	18 8 0
	Stafford -	Henry Trubshaw -	Probation -	3	20 0 0
	" -	Mary Wilshaw -	Probation -	2	20 0 0
	Stoke-upon-Trent -	William Wade -	Efficiency -	3	44 12 6
	" -	Mary Wade -	Probation -	1	22 4 6
	Stone -	Joseph Stainton -	Competency -	3	29 8 0
STAFFORD -	" -	Marianne Taylor -	None -	—	—
	Tamworth -	Mary Mead -	Probation -	2	20 0 0
	Uttoxeter -	Mary Ann Charles -	Probation -	1	24 0 0
	Walsall -	Elizabeth Brown -	Probation -	1	20 0 0
	Wolstanton and Burslem -	Harriet Gent -	Probation -	3	16 0 0
	Wolverhampton -	Edward Roberts -	Competency -	2	32 12 0
	" -	Frances J. Bywater -	Competency -	1	33 9 4
SUFFOLK -	Blything -	Frederick Meads -	Probation -	3	20 0 0
	" -	Elizabeth Baker -	Competency -	3	28 0 0
	Bosmore and Claydon -	John Quadling -	Competency -	3	32 8 0
	" -	Mary Quadling -	Probation -	1	24 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
SUFFOLK	Bury St. Edmunds	David Barham	Probation	1	28 8 0
	"	Sarah Brock	Permission	1	12 0 0
	Hartismere	Archibald Dunlop	Efficiency	1	48 10 0
	"	Eleanor Linshead	Probation	1	24 0 0
	Hoxne	William Seagon	Probation	1	25 2 0
	"	Hannah Knevethe	Probation	2	18 17 0
	Ipswich	William B. Seaborne	Probation	1	25 6 0
	"	Susannah Scotchmer	Competency	2	25 12 0
	Mutford and Lo-thingland	Louisa Bowles Norman	Probation	1	21 12 0
	Plomesgate	William Titshall	Probation	1	25 17 0
	"	Hannah Titshall	Competency	3	28 0 0
	Risbridge	Ellis Atkins	Probation	2	25 0 0
	"	Sarah Payne	Permission	1	12 0 0
	Samford	<i>Daniel Ray</i>	<i>None.</i>		
	"	Susannah M. Carter	Probation	1	18 17 0
	Stow	George Groom	Probation	3	20 0 0
	"	Hannah Thornton	Probation	1	24 0 0
	Sudbury	John Welding	Probation	2	25 0 0
	"	Helen J. Mason	Probation	3	16 0 0
	Thingoe	Frederick Vince	Competency	3	34 4 0
	"	Caroline Howe	Competency	3	28 0 0
SURREY	Wangford	Isaac Lemry	Probation	2	23 3 0
	"	Elizabeth Woods	Probation	2	19 12 0
	Woodbridge	Alfred Artiss	Probation	1	24 2 6
	"	Emma Spalding	Probation	3	16 0 0
	Bermondsey, St. Mary Magdalen	George Sustins	Probation	2	25 0 0
	"	Mary A. Birmingham	Probation	1	24 0 0
	Camberwell, St. Giles	John Hadfield	Probation	1	26 0 0
	"	Maria G. Chapman	Probation	2	20 0 0
	Chertsey	Benjamin Newton	Efficiency	3	41 10 0
	"	<i>Harriet Clare</i>	<i>None.</i>		
	Dorking	Ann Walkden	Probation	1	23 0 0
	Epsom	George Faulkner	Probation	1	25 17 0
	"	Mary A. Horsman	Probation	1	21 11 0
	George, St., the Martyr	Henry Rufus Coe	Competency	3	35 0 0
	"	Adelaide Cattermole	Probation	2	20 0 0
	Godstone	Henry Stringer	Probation	1	23 3 0
	"	Sarah Smith	Probation	3	16 0 0
	Guildford	Samuel Lovell	Competency	3	32 0 0
	"	<i>Mary A. Ames</i>	<i>None.</i>		
	Hambleton	Thomas Walker	Permission	1	15 0 0
	"	<i>Harriet Walker</i>	<i>None.</i>		
SURREY	Lambeth, St. Mary	Charles Groystone	Competency	1	45 0 0
	"	Phoebe Seabrook	Competency	3	28 0 0
	" (Infant)	Ann Lloyd	Probation	3	16 0 0
	Norwood, or Central London District	William Imeson	Grant	-	140 0 0
	"	Frederick Coulton	Efficiency	1	50 0 0
	"	William Le Min	Competency	1	45 0 0
	"	Robert Hind	Efficiency	3	50 0 0
	"	George Clarke	Probation	3	20 0 0
	"	Grace Le Min	Competency	3	28 0 0
	"	Jane Hind	Competency	2	32 0 0
	North Surrey Industrial	Thomas Hales	Efficiency	1	60 0 0
	"	Jabez Howe	Competency	2	40 0 0
	"	James Shaddock	Competency	1	45 0 0
	"	Eliza Susan Lockwood	Efficiency	3	40 0 0
	"	Catherine Wynne	Probation	1	24 0 0
	"	Harriet Shaddock	Competency	3	28 0 0
	Olaves, St.	Francis W. Dyer	Competency	1	33 0 0
	"	Harriet Rushner	Probation	1	24 0 0
	Reigate	James Shipperley	Probation	3	20 0 0
	"	Eliza Gardner	Probation	2	20 0 0
SUSSEX	Battle	Ebenezer Rowse	Competency	2	32 16 0
	"	Elizabeth Vidler	Probation	2	20 0 0
	Brighton	Edmund Fitzgibbon	Efficiency	1	47 10 0
	"	Margaret Fitzgibbon	Competency	3	28 0 0
	Chailley	Michael Griffin	Probation	1	22 14 0
	"	Martha Griffin	Probation	2	17 13 0
SUSSEX	Cuckfield	Joseph Marfleet	Probation	2	23 0 0
	"	Mary J. Marfleet	Probation	3	16 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
SUSSEX	Eastbourne	Joseph Wood	Permission	1	£ 15 0 0
	"	Rhoda Spurge	Probation	2	19 3 0
	Grinstead, East	James Lee	Probation	1	25 17 0
	"	Jane Stibbard	Permission	2	8 0 0
	Hailsham	James Hearsey	Probation	1	27 4 0
	"	Sarah Aukett	Probation	2	20 0 0
	Hastings	James Winter	Competency	2	31 12 0
	"	Emily Harman	Probation	1	19 9 0
	Horsham	William Williams	Probation	1	23 18 0
	"	Susannah Harden	Probation	1	18 17 0
	Lewes	William Unwin	Probation	1	22 11 0
	"	Sarah Unwin	Permission	2	8 0 0
	Midhurst	John Lawrence	Probation	3	20 0 0
	"	Ellen Johnson	Permission	2	8 0 0
	Petworth	William Edwards	None.	—	—
	"	Emily Batchelor	None.	—	—
	Rye	John Hughes	Probation	2	23 15 0
	"	Maria Monk	Probation	2	18 17 0
	Shoreham	John Bennett	Competency	3	23 4 0
	"	Emma M. Seaborne	Probation	3	16 0 0
	Thakeham	Charles Smith	Probation	3	20 0 0
	"	Tabitha Smith	Permission	2	8 0 0
WARWICK	Ticehurst	Jesse Kemp	Permission	1	15 0 0
	"	Sarah Kemp	Permission	3	4 0 0
	Uckfield	Frederick Joseph Jones	Probation	1	24 10 0
	"	Mary Anne Jones	Competency	3	24 8 0
	Westbourne	Ellen Small	Probation	1	19 0 0
	West Fife	Edwin Money	Probation	1	21 13 0
	"	Elizabeth M. Hart	Probation	3	16 0 0
	Westhampnett	Frederick Siggs	Competency	2	31 8 0
	"	Eliza Heath	Probation	1	19 9 0
	Alcester	Ann H. Harding	Competency	2	25 8 0
	Aston	Francis E. Langdon	Probation	1	19 1 6
	Atherstone	Elizabeth Adams	Probation	1	17 16 0
	Birmingham	George Kirkup	Efficiency	1	59 15 0
	"	Charlotte Barber	Competency	1	33 4 0
	"	Anne Mallings	Probation	1	24 0 0
	"	Mary J. Cook	Permission	1	12 0 0
	Coventry	Luke Lee	Competency	3	30 3 0
	"	Mary Pease	Probation	1	19 16 6
	Foleshill	Harriet Stanley	Probation	2	17 2 6
	Lutterworth	Rachel Cox	Probation	3	16 0 0
	Meriden	Sarah Hammon	Probation	1	18 14 0
	Nuneaton	Mary Skermer	Permission	2	8 0 0
WESTMORE- LAND.	Rugby	Joseph Mills	Permission	3	5 0 0
	"	Harriet Plenty	Competency	2	25 4 0
	Solihull	Ann Johnson	Permission	2	8 0 0
	Southam	Elizabeth Griffin	Competency	3	24 12 0
	Stratford-on-Avon	Elizabeth Lampet	Probation	2	20 0 0
	Warwick	John Hornsby	Probation	1	24 10 0
	"	Alice Walter	Probation	1	21 8 0
	" (Infant)	Anne Walter	Permission	3	4 0 0
	East Ward	Caroline Slater	Competency	1	31 12 0
	Kendal	William Wilson	Probation	2	25 0 0
WILTS	"	Agnes Harding	Probation	2	19 12 0
	West Ward	Ann Croyston	Probation	2	17 7 0
	Alderbury	Elizabeth Kemp Clough	Competency	2	29 16 0
	Amesbury	Frederick W. Zillwood	Probation	1	23 15 0
	"	Emily Gale	Probation	2	18 5 0
	Bradford	Frederick W. Shepherd	Efficiency	3	42 10 0
	"	Helen Brock	Efficiency	3	38 10 0
	Calne	Charles Allison	Probation	1	27 10 0
	"	Anne Fry	Grant	—	10 0 0
	Chippenham	William Oaten	Competency	3	35 0 0
	"	Eliza Harris	Probation	1	22 0 0
	Cricklade and Wootton Bassett	Robert R. Dwelly	Competency	3	35 0 0
	"	Elizabeth Baker	Permission	2	8 0 0
	Devizes	John Snook	Probation	1	26 15 0
	"	Sarah King	Probation	1	22 0 0
	Highworth and Swindon	John Houghton	Efficiency	3	46 5 0
	"	Anne King Evans	Efficiency	2	44 0 0
	Malmesbury	Richard Hayes	Probation	1	26 15 0
	"	Elizabeth Hardy	Competency	1	34 12 0
	Marlborough	Jane Harricks	Probation	2	20 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
WILTS	Melksham	Joseph Richards	Competency	1	34 12 0
	"	Mary E. Jenkins	Grant	1	15 0 0
	Mere	George Murrant	Probation	1	22 5 0
	Pewsey	Mary A. Neale	None.		
	Salisbury	Benjamin Hall	Competency	3	30 12 0
	Tisbury	Amelia Jennings	Probation	2	20 0 0
	Warminster	Sarah Guard	Competency	1	28 8 0
	Westbury and Whorwelsdown	Noah Wade	Probation	1	30 0 0
	"	Ann Ridston	Probation	2	20 0 0
	"	"	"	"	"
WORCESTER	Bromsgrove	Elizabeth Cheese	None.		
	Droitwich	Alice Emuss	Probation	2	19 15 0
	Evesham	John Salmon	None.		
	Kidderminster	Edward Perry	Efficiency	2	34 0 0
	"	Matilda Underwood	Permission	2	8 0 0
	King's Norton	Maria Bywater	Probation	2	19 3 0
	Marley	Sarah H. Hiam	Probation	3	16 0 0
	Pershore	Elizabeth Riby	Probation	3	16 0 0
	Shipston-on-Stour	Sophia M. Day	Probation	2	19 6 0
	Stourbridge	Thomas K. Birks	Probation	1	23 18 0
	"	Fanny Fosbrook	None.		
	Upton-on-Severn	George Whitesides	Probation	2	25 0 0
	Worcester	John Jauncey	Probation	1	26 12 0
	"	Charlotte Green	Competency	2	26 16 0
YORK	Doncaster	Elizabeth Newton	Competency	3	26 8 0
	Easingwold	Fanny Wood	Probation	3	16 0 0
	Ecclesall Bierlow	Samuel Ellis	Competency	3	28 12 0
	"	Harriet Taylor	Probation	2	18 17 0
	Goole	Elizabeth Adams	Probation	1	21 5 0
	Halifax	John Cutts	Competency	3	29 4 0
	"	Amelia A. Aspinall	Probation	2	18 8 0
	Hull	John Ransom	Competency	1	41 0 0
	"	Rebecca Ransom	Probation	3	16 0 0
	Leeds	Robert Barr	Competency	3	35 0 0
	"	Harriet Mullinsou	Competency	2	31 12 0
	"	Eliza Briggs	Competency	3	28 0 0
	Malton	James Thackeray	Probation	3	20 0 0
	"	Jane A. Fletcher	Permission	2	8 0 0
	Pattingham	Susannah Smith	Probation	2	19 0 0
	Pickering	William Patterick	Probation	2	21 19 0
	Richmond	Ralph Hutchinson	Probation	3	20 0 0
	"	Isabella Hutchinson	None.		
	Rotherham	Henry Carlon	Competency	1	27 16 0
	"	Emma Darnley	Probation	1	17 7 0
	Saddleworth	Joshua Bramma	Probation	3	20 0 0
	"	Sarah Radcliff	Permission	2	8 0 0
	Sculcoates	Thomas C. Harrison	Competency	3	35 0 0
	"	Emma Radford	Probation	3	16 0 0
	Selby	Eliza Driffield	Probation	3	16 0 0
	Settle	John Bond	Competency	2	29 12 0
	Sheffield	Thomas Worstenholme	Competency	3	32 0 0
	"	Eliza Russell	Probation	1	20 10 0
	Skirlough	Mary Timm	Probation	2	18 2 0
	Stokesley	Aaron Maston	Permission	1	15 0 0
	Thirsk	Henry Norton	Probation	1	21 16 0
	"	Ellen Suggitt	None.		
	Thorne	Sarah Heseltine	Probation	2	19 6 0
	York	William Brown	Competency	2	32 0 0
	"	Mary Bellis	Probation	3	16 0 0

WALES.

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
BRECKNOCK	Brecknock -	Morgan Rees -	Efficiency -	3	45 0 0
	" -	Sarah Griffiths -	Grant -	-	10 0 0
	Crickhowell -	Ellen Durham -	Competency -	3	24 16 0
CAERMARTHEN.	Caermarthen -	Amelia Evans -	None.	—	—
	Llandovery -	Angelina Snow -	Permission -	1	12 0 0
	Llanelly -	Maria Reece -	None.	—	—
	Llandilo Fawr -	Jane Harris -	Probation -	2	20 0 0
CAERNAVON	Bangor -	William Parry -	Competency -	3	32 4 0
	Caernarvon -	William Owen -	Probation -	3	20 0 0
DENBIGH	" -	Ellen Horne -	None.	—	—
	Llanrwst -	Phoebe Davis -	None.	—	—
	Ruthin -	Richard Price -	Probation -	2	23 18 0
	" -	Mary Cook -	None.	—	—
	Wrexham -	James Lindop -	Competency -	3	34 12 0
FLINT	" -	Christina Kemp -	Probation -	3	16 0 0
	Asaph, St. -	James Francis -	Competency -	3	32 12 0
	Holywell -	Edward Roberts -	Probation -	1	29 3 0
	" -	Mary E. Lewis -	Competency -	2	29 0 0
GLAMORGAN	Cardiff -	Herbert Rees -	Probation -	3	20 0 0
	" -	Sarah Dodd -	Probation -	1	21 2 0
	Swansea -	William Collier -	Competency -	3	31 12 0
	Neath -	Elizabeth Dunlop -	Permission -	2	8 0 0
MONTGOMERY.	" -	Mary Jenkins -	None.	—	—
	Llanfyllin -	John Woods -	Probation -	3	20 0 0
	" -	Maria Robinson -	None.	—	—
	Newton & Llanidloes -	Henry Humphries -	Permission -	1	15 0 0
PEMBROKE	" -	Mary Thomas -	None.	—	—
	Haverfordwest -	Enoch Thomas -	Competency -	2	29 12 0
	" -	Elizabeth Lewis -	Competency -	3	27 0 0
	Narberth -	Maria Thomas -	Probation -	2	21 2 0
	Pembroke -	John Hughes -	None.	—	—
RADNOR	" -	Esther Griffiths -	Permission -	1	12 0 0
	Knighton -	Mary Matthews -	Probation -	3	16 0 0

SUMMARY OF FOREGOING LIST.

Certificate.	Class.	Number of Schoolmasters.	Number of Schoolmistresses.
Efficiency	1st	10	1
	2d	6	4
	3d	17	3
Competency	1st	27	12
	2d	47	37
	3d	71	61
Probation	1st	78	109
	2d	58	100
	3d	36	72
Permission	1st	11	27
	2d	1	23
	3d	4	1
Special	-	4	4
Total	-	370	454
Certificates refused	-	14	38

PAROCHIAL UNION SCHOOLS.

INSPECTORS' GENERAL REPORTS.

*General Report by Her Majesty's Inspector of Schools,
E. CARLETON TUFNELL, Esq., on the Schools of Parochial
Unions in the Metropolitan District, comprising the
Counties of Middlesex, Kent, Surrey, Sussex, and parts
of Essex, Hertfordshire, and Buckinghamshire; for the
Year 1851.*

MY LORDS,

THE same circumstances of general prosperity which characterized the condition of the labouring classes in 1850 have continued with increased effect in 1851 throughout the Metropolitan District; during the many years with which I have been conversant with the subject of pauperism, I have never known so small a number of persons in receipt of workhouse relief, and of course the Pauper schools have, with the other classes of poor, sustained a proportionate decrease.

As no difference of management has occurred that can account for this diminution, it can only be ascribable to the general prosperity of the labouring classes; but, however satisfactory on national grounds such a state of things must be, I cannot say that it has been altogether favourable to the improvement of the Pauper schools. The numbers in many of them have been reduced to so low a point, that less interest is naturally felt in the management of these small and diminishing quantities. A schoolmaster with a dozen or two of children—an amount hardly sufficient for effectual classification—cannot but feel his energies somewhat depressed, and his labour partially wasted, by being exercised on so limited a field. Every child whose strength or talents qualify it for an employment is immediately removed from the workhouse; first classes, properly so called, disappear; and, except in some cases, to be presently alluded to, the teacher is left with a small number of minute and illiterate children, but little removed from the grade of infants.

The cause of this, as I have observed, cannot but be gratifying; but it is plain that the arrangements made for larger schools and older children are not equally applicable to these changed circumstances. Here, again, I am led to the recommendation, which I have so frequently pressed before, that the alteration required, which would be a cure for this and every other evil that affects workhouse education, is the establishment of District schools, to include the children of several Unions. Were the children removed from workhouses, and placed in

establishments specially appropriated for them, the numbers collected would be sufficient for complete classification, and each division of children, whether juveniles or infants, would be large enough to warrant the engagement of teachers, and the introduction of appliances adapted to their respective conditions.

I would not, however, insinuate, that the small number of pauper children is everywhere attributable to the demand for workpeople. In the best managed workhouses the number of youthful paupers is always proportionably small, and children of large growth are rarely to be found. The prosperity or distress of the country has little effect on such establishments, and I do not know a more striking proof of the benefit of a wise and the evil of an ill-considered management, than may be drawn from witnessing the result in places where these different systems have been in operation. Whatever may be the condition of the country as respects the demand for labour generally, whether in the scarcity of 1846 or the abundance of 1851, the children from a well-conducted pauper school, where their industry and morals are duly attended to, have no difficulty in obtaining employment. Establishments that have got a character, as some have, for turning out honest, intelligent, and hardworking servants, need not trouble themselves about finding situations for those they educate. Employers in abundance will voluntarily come forth, and it is not unfrequently considered as a favour to be allowed to take the next girl or boy that is fitted for service. On the other hand, whenever there is a difficulty of disposing of the pauper children, and strong and healthy boys and girls are found swelling the lists of workhouse inmates long after they are able to earn a livelihood, I believe the cause may invariably be traced to an inattention either to their morals or their industry. They are not honest, and they won't or can't work. Such establishments have got a character for turning out inefficient servants, and, consequently, no one applies for them.

One of the best tests I know for deciding whether the instruction imparted to the pauper children has been efficient or otherwise is, by inquiring whether, among the adult paupers, there is any one who has been brought up in the school. A good education so infallibly dispauperises, and raises its recipient above the necessity of ever again applying for relief, that, except under gross mismanagement of the Guardians in other points, we may be tolerably certain that vicious habits, easily eradicable by sound early training, have brought the great majority of those who burthen the parochial rates to their state of dependence. Could this truth be more universally impressed on the managers of the poor, the difficul-

ties in the way of forming District schools would speedily vanish.

Guardians are not always so open to considerations of ultimate as of immediate economy, and many a pauper, who now before his death costs his parish one or two hundred pounds, might have lived without relief, had a different education, represented perhaps by the additional expense of a single pound, been bestowed upon him in his youth. This is strictly retributive justice; and I think it would be good policy to increase its effect, and would give a prodigious stimulus to the diffusion of education, if the expense of every criminal while in prison were reimbursed to the country by the parish in which he had a settlement. What a stir would be created in any parish by the receipt of a demand from the Secretary of State for the Home Department for 80*l.* for the support of two criminals during the past year! I cannot but think that the locality where they had been brought up would be immediately investigated, perhaps some wretched hovels before unregarded made known, and means taken to educate and civilize families that had brought such grievous taxation on the parish. The expense of keeping criminals, as of paupers, must be borne somewhere; and it seems more just that it should fall on those parishes whose neglect has probably caused the crime than on the general purse.

I can remember the condition some years back of the establishment now the Central London District School, before the introduction of the improvements that have since made it so excellent as a moral and industrial training school. The most marked effect of these improvements has been to reduce the ages of those who are at the head of the school from 14 or 15 to 13. Precisely the same effect has been observed in the Liverpool pauper school at Kirkdale. On the first opening of that institution 14·4 per cent. of the boys were above 15 years of age, while in four years the percentage was reduced to 1·78. The explanation in both cases of this reduction is, that the training the children received makes them valuable servants, and hence they are more readily taken away by employers.

There is one circumstance which materially impedes the improvement of pauper schools, and that is, the small amount of supervision or examination to which they are commonly subject. Schoolmasters frequently complain to me that no one takes an interest in their proceedings, and that no guardian or visitor has entered the school, or put a single question to the children since my last visit.

Now such a state of isolation and neglect may be very agreeable to an idle or ignorant schoolmaster, but it is extremely discouraging to one who is honestly striving to

perform his duty to the best of his ability, and may very possibly end in causing him to relax efforts that seem wholly unappreciated.

Examination of the children by strangers is not merely useful as encouraging to a good master, but in other ways is of material benefit to a school. Almost every master has a tendency to fall into a routine of teaching of which he is himself unaware, till some visitor by questioning the children out of the routine, and getting no answers, shows the master the defects into which he has fallen. A teacher can seldom correct this tendency by visiting other schools, as the periods for vacation and school-hours are almost invariably the same; and, therefore, unless his self-satisfaction is broken through by the criticism of some visitor, he has no chance of seeing his own deficiencies.

In fact, so great are the advantages which a school derives from continual and close inspection and examination, that I can never understand how any patron of a school really desirous of maintaining it in an efficient state, can object to the entry of a Government Inspector. I may say this without being charged with conceitedly magnifying my own office, or the benefits of the institution of the Committee of Council on Education, since the schools which I visit have from the moment of their foundation been subject, and necessarily so, to the visits of a Government officer, independent of the Privy Council. Were I to found a school, I should eagerly solicit visits from the Government Inspector, the Diocesan Inspector, the National and British Society's Inspector, and from every one who would do me the favour of examining the progress of the children (of course confining religious examinations to members of my own church), confident that thus the pupils would not be more questioned than was desirable to impress upon them what they had been taught. As for the idea that the visit of an Inspector for a few hours once or twice a year would enable him to gain an undue influence over the school, or any influence comparable to what may be exercised by a clergyman or patron residing on the spot, it is preposterous. Every one who has had much experience in visiting schools must be aware how eagerly the proprietor of a good school requests it may be visited. He is desirous, as every one naturally is, of showing what he can do well, just as a man keeps in the background what he can do badly. The corollary of this is, that he who has a bad school hates inspection.

I will give some specimens of the sort of routine into which a master sometimes falls, and which I have been enabled to

correct by questioning the children in a different form to what they have been accustomed to. I have asked a master whether the children knew the multiplication table, and have been assured that they knew it perfectly, but on dodging them about in the table, I can hardly get a single answer without much whispering and mental work. I then discover that though it is true they know the multiplication table, they can only say it regularly through, and thus no question can be answered in it till the child has gone through the line of figures that contains the answer. Thus, "what are 7 times 9?" can only be answered when the child has said over to himself 7 times 1 are 7, 7 times 2 are 14, and so on till 7 times 9 are arrived at. The effect of this is, that a boy thus taught set to do a multiplication or division sum will be four or five times as long in working it as one taught to answer from the table promiscuously, and thus there is an enormous waste of time. Five minutes explanation will enable an Inspector to detect and set right this blunder.

A similar error is often committed in teaching geography, which commonly consists in committing to memory a long list of names, repeated continually in the same order, so that the children are actually incapable of saying them in any other way, and all sense of their meaning is lost. Thus on inquiring what a school knows of geography, I have been told that they know all the counties of England and their capital cities. I then ask what is the capital of Norfolk, and failing to get an answer, discover that they can indeed tell what it is when the phrase comes in due course, "Norfolk, chief town Norwich;" but to get to this, they must begin, "Northumberland, chief town Newcastle; Cumberland, chief town Carlisle;" and so on till in due time Norfolk is arrived at.

But the subject of geography deserves some further remarks. Nothing appears to me in general so ill taught, as nothing may be made more interesting to a child if well taught. It usually consists in committing to memory a series of hard names, to which it is impossible to attach the smallest meaning. What can a child know of geography who has been taught to repeat that Screenuggur is the chief town on the Alakananda, and similar absurdities?

Geography ought to be commenced by initiating the child into the ideas of space, which is to geography what ideas of time are to history. Without them whatever is taught on these subjects must be a mere undigested chaos. In Germany, where the theory of the best modes of teaching geography has been the subject of much controversy, it is now the settled opinion and invariable practice to begin with objects perfectly

familiar to the child, such as the school and its immediate neighbourhood, which is drawn to scale on a black board, and then the attention is gradually drawn on to more distant objects; the seen thus leading to what is unseen. Carl Ritter, probably the greatest geographer living, gives a decided opinion that this is the best mode of teaching geography, and not the contrary plan sometimes pursued, of beginning with general notions of the earth, and then descending to the minutiae.

But the celebrated Cuvier, who was sent by the French Imperial Government to make a report on the Dutch schools in 1811, thus describes the system then pursued, which is almost exactly what I could wish to see followed here, though I think a smaller space than the town should be begun with.

“In teaching geography they begin with a plan of the town where the school is situated, drawn on a large scale on the wall, and the pupils are made to distinguish the cardinal points and the direction of the streets; they are afterwards shown a map of the district, then that of the province, and so by degrees of the world. All these maps are on a large scale, and few places marked upon them, in order to avoid confusing their first ideas. They do not make use of ordinary maps until they have nearly done with the subject, and they finish with giving a summary notion of the sphere, in place of beginning with it, as is usually the case in most of our books.”

It ought to raise a blush on the cheeks of an Englishman if he considers that at that moment, when geography was so admirably taught in Holland, there was hardly a school in England in which a map could be found, or the subject of geography not wholly ignored; and it was only 25 years later, when the Irish Educational Commission commenced its useful labours, that any decent maps fit for schools were published in the British empire.*

I can remember what I think was the first introduction of a map in any pauper school in the year 1838, and the astonishment my proposal created: “Maps, sir! I suppose you will introduce a dancing-master next!” I believe there are now not a dozen pauper schools in the country in which geography, or rather, attempts at teaching it, are not made.

There is one remarkable effect of teaching geography to the labouring classes, in the effect it has in promoting emigration, and directing it into proper channels. As 200,000 persons

* The Edinburgh Sessional School, from the time when it received its first improvements under Mr. Wood, in 1820, was for a considerable period the most celebrated school for the poor in Scotland; yet it was not till some years after that period that geography was introduced, and then, instead of forming part of the general system, it was considered in the light of a boon to be bestowed at extra hours on those youths who volunteered to be instructed in it.—See Wood's Account of the Edinburgh Sessional School.

now yearly expatriate themselves, it is obviously of eminent importance that they should know something of the countries best suited for their future homes, their climates and productions. I have sometimes been a witness to the misery caused from ignorance on these points. I lately met with a cargo of returned emigrants from the United States, all coming back for the same reason. They found the climate quite unsuited to their health, and bitterly regretted, now that regrets were unavailing, that they had not gone to Australia instead. Frequently a labouring man's willingness to leave his parish and seek labour abroad depends on whether he has been taught geography.

I can illustrate this position by an appropriate anecdote. Some time ago, a gentleman about to emigrate to New Zealand applied to me to recommend him a workhouse-boy for a servant, whom he was desirous should be acquainted with the business of baking. It happened that I only knew one workhouse where baking was taught to the boys, and thither accordingly I went in fulfilment of my mission. I soon selected a boy acquainted with the desired trade, and apparently every way fitted for the place I intended for him—a great promotion for a pauper-boy. But on proposing the situation to him, he at once declined the offer. He knew nothing of New Zealand, nor of anything beyond his parish boundaries, and there he was determined, in the true pauper-spirit, to fix his lot for ever. As the whole school seemed of the same mind, it was useless to make any further attempts in that quarter.

I reported my ill-success to the gentleman, but at the same time informed him that if he would give up the point of baking, I would engage to find him a youth perfectly ready to accompany him, who, though he might not know baking at present, yet would be possessed of such developed intelligence that he would certainly be a useful assistant in any direction that occasion might call for his services.

My offer was accepted, and I instantly went to a school where I knew geography was remarkably well taught, and proclaimed my mission in the school-room, desiring any boy willing to go to New Zealand to hold up his hand. Every hand was instantly raised. I soon made my selection, to the infinite delight of the youth selected. But the Board of Guardians then declared, that they would not consent to his departure unless they were fully satisfied that he understood the step he was about to take. I had no fears for this test; and the youth was accordingly called before the Board, when the following examination took place:—

Q. Where is New Zealand?—A. In the South Pacific Ocean.

Q. How could you get there?—A. I might either go by Cape Horn, or the Cape of Good Hope (a most accurate answer).

Q. What are the names of the chief capes, climate, produce, discoverer?

Every question was accurately and readily answered; and that youth is now a prosperous colonist in New Zealand.

All Boards of Guardians in the south of England are usually sensible of the advantages of diminishing their population; and on relating the above facts to the Guardians of the first school mentioned, an instant order for every map I asked for was given; and I do not think that I have ever mentioned the above anecdote at a Board of Guardians without procuring a liberal vote for any maps I might deem desirable.

Having given an example of what I consider the best mode of teaching geography, I cannot conclude this subject without exhibiting a specimen of what I deem the worst, in which the child is taught the first elements in the following fashion:—

Teacher. What is geography?—*Child.* Geography is divided into three parts, mathematical, physical, political.

Teacher. What is mathematical geography?—*Child.* Mathematical geography teaches the form, motions, and magnitude of the earth, is connected with the sciences of mathematics and astronomy, &c. &c.

But by far the greatest evil of rote teaching arises from employing it in imparting reading and religious knowledge. I have stated above, that one of the best modes of discovering whether education has been really effective, is by following the children into after life, and finding out what has been the result on their character and conduct. On applying this test, the effect of the ordinary modes of teaching is painfully and glaringly apparent; and I will give some proofs of it.

The late governor of Parkhurst prison states the following as the result of his observation on the criminal boys in that institution:

“ One point has forcibly struck me, and that is, the comparatively large amount of acquirement in the mechanical elements of instruction (the art of reading and repetition from memory), contrasted with the lamentably small degree of actual knowledge possessed, either of moral duty or religious principle. This appears mainly to have arisen from the meaning of the words read, or sounds repeated, having rarely been made the subjects of inquiry and reflection.”

Captain Maconochie, the late Governor of the Birmingham Prison, says, in his last published Report,—

“I have found the state of education among all low rather in quality than in quantity; and I have been much struck also with the length of time that most seem to have passed at their respective schools, though with little profit. It is remarkable how much both of the sentiments and phraseology of religion is to be found among them, combined with the most utter disregard and apparent insensibility of its precepts. As an example, on the very day in which I write this, I have opened two letters, one from an ill-conducted mother to a worse-conducted son, bidding him be of good cheer under his affliction, for that ‘God has promised to be a father to the fatherless and a husband to the widow;’ the other from a husband, just brought in under a charge of aggravated theft, bidding his wife ‘be of good comfort under his misfortune, for it was God’s will and must be done.’”

The Rev. Sydney Turner, the intelligent manager of the Philanthropic Farm at Reigate, states in his last Report, with reference to the criminal youths of that establishment,—

“I have had as many good scholars as bad ones, and most of those unable to read and write have been at school, and put in the ordinary paths of what it has been the fashion to call education. Many of the youngest, most corrupted, and least hopeful are the best scholars.”

I would also call attention to the paragraph in the letter of the North Surrey chaplain, relative to the state of the boys when first admitted into that excellent District School :—

“The Church Catechism many of the elder boys could repeat by rote, but (let all teachers of that admirable and venerable formulary mark this well) I found not one who could give me the meaning of a single answer repeated, or of the most ordinary theological expressions there employed.”

The fearful result of this mode of rote teaching appears in the following paragraph in the last Report of Colonel Jebb, the Surveyor General of Prisons :—

“With reference, however, to juveniles and criminals generally, I cannot too strongly impress the vast importance, were it only in a social and economical point of view, of vigorous and systematic efforts of prevention directed against the cause of crime, so far as they may be traced to the want of moral, religious, and industrial training for pauper children. It is from this mass that the convicts who fill our prisons are in a great measure recruited.”

Now there may be some persons so perverse as to conclude from the above instances that education wholly fails in arresting crime; in other words, that teaching people religion makes them irreligious, that inculcating the principles of morality makes them immoral, that the tree will not be inclined as the twig is bent, that training up a child in the way he should go has a tendency to make him depart from it when he is old. The mere statement of this absurdity is a sufficient refutation of it, and will surely lead to the conclusion that must be continually present to a school inspector’s mind, that it is the quality of the education given that imperatively requires improvement.

The measures of the Committee of Council on Education have been mostly directed to this end, and as respects national

and other day schools, I believe with great success; but, as regards pauper children, there is in most cases the difficulty arising from the children being kept in workhouses, where the presence of adult paupers is too often a source of moral contamination

The only real remedy for this state of things is that which the Poor Law Board and the school inspectors have so often inculcated,—the formation of district schools to include the children of several unions. At present there are only five such schools formed in England, though the large pauper schools maintained at Liverpool, Manchester, Leeds, and Lambeth may be considered to come under the same category, being free from adult paupers, and conducted on a scale adequate to ensure efficient results.

To establish this truth of the efficiency of district schools, I will describe the two largest and most important hitherto founded in England, viz., the Central London District School and the North Surrey District School. The first has been long established, and is now in as effective a state as ever; the second has only been a year in operation. Both are in excellent order, well conducted in every respect, and producing all the good results which their best well-wishers could anticipate. The arrangements of the two schools are, however, very different; and I proceed to describe minutely their respective characteristics.

The Central London District School contains 426 boys, 230 girls, 295 infants, a total of 951 children. None are at present employed in agriculture, though it is contemplated shortly to introduce garden cultivation among them, a measure which, I doubt not, will contribute to the health of the inmates, though I am far from wishing to insinuate that they are unhealthy at present.

Those boys who work are at their respective employments two whole days a week, and at school the other four. Each working division consists of—

Tailors	-	-	-	-	-	-	38
Shoemakers	-	-	-	-	-	-	35
Blacksmiths	-	-	-	-	-	-	6
Carpenters	-	-	-	-	-	-	6
Farm-yard	-	-	-	-	-	-	10
							95

And as this is only one third of the number employed, the total number of working boys consists of 285. The working girls are employed three days a week and are in school the other three days. One division consists of 30 girls employed in

needlework, 25 in washing, and 44 in other domestic work ; and as this is half of the total number employed, 198 girls are weekly engaged in industrial employment.

The work in the tailor's shop is performed by the boys under the direction of a tailor and two assistants.

The value of the work performed is about	-	-	£280
Deduct wages of tailor and assistant	-	-	80

Yearly profit	-	-	£200
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The work in the shoemaker's shop is performed by the boys under the direction of a shoemaker and three assistants.

The value of the work performed is about	-	-	£205
Deduct wages of shoemakers and assistants	-	-	135

Yearly profit	-	-	£70
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The needlework is performed by the girls, with the assistance of one needlewoman.

The value of the work performed is about	-	-	£160
Deduct wages of needlewoman	-	-	40

Yearly profit	-	-	£120
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All the clothes, both for boys and girls, are made in the school.

The following letter from the chaplain explains at length the moral condition of the school.

Central London District School,

MY DEAR SIR, *Norwood, 27 January 1852.*

I proceed to reply to your request, that I would write you my opinion of the moral state of the children in this school, and the effect of the system of educational training pursued here (so far as it has come under my notice), on those who have gone out from this establishment. I do so with much pleasure, because I can say with sincerity, that during the five years I have been chaplain, the schools were never, I *believe*, more efficiently conducted, a better moral tone prevalent, or the result more satisfactory. All the masters and mistresses perform their duties, not only ably and zealously, but, I believe, faithfully and conscientiously. The monitors (male and female) chosen from among the children, teach admirably, assist in enforcing order and discipline, and are themselves obedient and well conducted. A very nice feeling prevails among them, and they give great satisfaction. They are attentive to instructions given them, either as regards their own or the children's conduct. I have the greater pleasure in being able to bear this testimony in favour of the *female* monitors, because they have been only lately instituted, and doubts were entertained as to the result. You have, I believe, expressed your opinion (which is also the general one), that "the girls school was never in better order;" and I think this fact is to be attributed mainly to the good conduct and efficiency of the monitors, acting under the superintendence and instruction of the master.

The moral state of the children generally is, I think, very satisfactory. They exhibit a ready submission to discipline, and even to punishment when necessary, frequently acknowledging the justice of it. They perform their duties, whether in school or in the workshops, cheerfully and diligently; indeed, I scarcely ever have a complaint on this account, and there is not *now* the least trouble in getting them into the shops. In their play-yards they are good

tempered, amiable, and affectionate. They very seldom quarrel, and an instance of fighting is very rare. Bad language and swearing are scarcely ever heard; an indecent or profane expression never. An instance of theft has not occurred, to my knowledge, for a *very* long time. A plan I adopted of having the word "thief" printed in large letters on a large card, and suspended round the neck of the delinquent, during Divine Service, seems effectually to have put an end to this crime, which was once gaining ground. And now, instead of stealing, the children, when they find money about the place, will bring it to me, or to their schoolmasters, to find the owner and to restore it, and this without any prospect of reward. Instances of this kind are frequently occurring. And generally when there has been any fighting, bad language, or stealing, the other children have reported it to me, in a tone and manner expressive of condemnation. When a fresh child comes into the schools and uses bad language, or is guilty of any impropriety of conduct, as is frequently the case, I soon hear of it from the other children.

They are generally grateful and affectionate to those who have the charge of them, and are, I consider, very well disposed.

There are, of course, exceptions to the above general description, but they are, I am happy to think, very few. When I consider that the children assembled here are the offspring of the lowest of the London poor, most of their parents in the workhouses, many of them addicted to the worst vices with which these poor children have been familiar from their earliest years, and some of them undergoing punishment for crimes committed against the laws of their country; when I take into account the fluctuating nature of the school, the children for the most part only remaining here while their parents are in the workhouse or gaol, the short time many are with us, and the continual influx of new ones, fresh from scenes of vice and misery; I wonder at the state of the schools, and can only ascribe it, under God, to the unremitting attention of those engaged in their educational training, to the high moral tone we endeavour to maintain, and, above all, to that which is here made the basis of education—the constant reading, explaining, and enforcing of the precepts of the word of God.

I cannot, perhaps, give a better proof of the beneficial effects of the system followed out here, than by stating that we have frequently children come to this establishment, even of the tenderest years, who habitually pilfer and use the most frightful language, but who, after having been a short time in the school, from the instruction imparted, the force of good example, and the disgrace in which they find their conduct held, have been entirely broken of these bad habits.

I do not wish by any means to represent the success of the working of this establishment as perfect: there are many respects in which improvement might be made. It is very desirable that the elder girls who have been out to service, and whom we receive back when out of place rather than let them go to the workhouse, should be kept entirely apart from the other children. If we had a large kitchen this might be done, and they themselves be benefited by being taught cooking. Again, if a higher moral and religious feeling prevailed among the officers and servants, with whom the children are necessarily much in contact, and a more careful selection with reference to this point were made of those who have the charge of them out of school; I am persuaded that we should see still better results, the exceptional cases of bad conduct would be fewer, the good instruction given in the school would be confirmed, and the children would be taught, not only by precept, but by that which is much more effectual, the example of those older than themselves. Children are especially apt to look up to and imitate the conduct of their elders, with whom they are in frequent intercourse, and to learn more readily from their example than from any amount of instruction given in school. The officers and servants are in a great measure in the place of relations and friends to these poor children. It was well remarked by my predecessor, in his letter to you on this subject, "The play-ground, the ward,

and other places of resort out of school hours are the *home* of the children of this establishment; and unless the theory of domestic superintendence is practically carried out, by paying careful attention to the regulation of the children's conduct at such seasons, and that too by persons whose principles and deportment are calculated to exercise a wholesome influence upon them, I fear that the training and instruction of the schools will have *comparatively* but little effect."

As to the effect of the education given here, as shown in the conduct of those who have gone out into the world, I can also, as far as I have had opportunities of judging, speak favourably. In nearly every case which has come under my notice, they have turned out well, and are growing up useful and respectable members of society. They work hard, are contented and happy, and generally give satisfaction to their employers. Many remain a long time in the same place. They frequently come to see us, spend their holiday, or part of it, with us, or attend our services on Sunday (all which, I may remark, they would not do if they were not going on satisfactorily), when I have opportunities of seeing and conversing with them, and generally find them well behaved, respectable in their appearance, and happy. Very few, I believe, turn out badly. I have only known of one; and one of my predecessors, of whom I inquired, informed me that he never *heard* but of one, and of that case he was not at all sure.

I will only add in conclusion, that such is my conviction of the benefits resulting from such schools, that I earnestly wish that similar institutions were established throughout the country,

Believe me, my dear Sir, &c.,

(Signed) RD. GOLDHAM,

Chaplain to the Central London District School.

E. Carleton Tufnell, Esq.

The North Surrey District School, which was only brought into operation a year ago, is now in full work, and contains 296 boys, 218 girls, 129 infants: a total of 643 children. The industrial occupations of the children are as follows:—

TABLE of INDUSTRIAL OCCUPATION for BOYS.

	Those whose names are placed on this list work every Monday, Wednesday, and Friday.	Those whose names are placed on this list work every Tuesday, Thursday, and Saturday.	Total number of boys employed during the week.
At the farm - - - - -	30	30	60
Garden - - - - -	12	12	24
Bakehouse - - - - -	2	2	4
Shoemaking - - - - -	20	20	40
Tailoring - - - - -	13	13	26
Engineers and plumbers - - - - -	4	4	8
Carpenters - - - - -	4	4	8
Painters - - - - -	3	3	6
Carrying coals, knife cleaning, &c. - - - - -	5	5	10*
Cleaning yards, &c. - - - - -	8	8	16*
	101	101	202

* These are advanced to other occupations as opportunities occur.

All the girls above 11 years of age are employed in sewing, washing, and other household work.

The situation of the North Surrey school building is perhaps the most favourable that could be selected in the vicinity of London, being close to the Anerley station of the Croydon railway, standing prominently in sight to every traveller who passes on the Brighton, South Eastern, or Epsom lines. From its great size it presents an imposing appearance; but I do not believe that any unnecessary expenditure has been incurred in its erection, nor any money laid out for decoration or convenience unsuited to the humble class for whom it is designed.

It stands on an inclosure of 50 acres, the greater part of which will ultimately be devoted to spade husbandry; and as farm-buildings, sheds for cows, manure tanks, and all other appliances necessary for this species of cultivation, have been erected on the most improved principle, I had fully anticipated that the greater part of the provisions consumed would be produced by the labour of the children; and the result has quite justified my expectations.

Of course, in the first year innumerable difficulties presented themselves in bringing so large an establishment into full operation, but all have at length yielded to the untiring energies of the managing board, and now the sanguine hopes of the well-wishers to the institution seem in prospect of full realization. All the vegetables, milk, and butter required in the establishment are more than supplied from the land, which was only half cropped during the year: yet 13 acres produced 3,000 bushels of potatoes, the greater part of which was sold; 100 tons of Swedes were gathered from 9 acres, and 33 tons of mangold wurzel, off $4\frac{1}{2}$ acres; 40 pounds of butter, the greater part of which is sold, is the weekly produce of 13 cows, which also furnish 40 gallons of milk daily for the use of the establishment. The wash and waste of the house furnish food to about 80 pigs, which are thus kept at little or no expense, and are sold to the butchers at considerable profit as pork. I anticipate that the produce of the present year's cultivation will at least double that of the last.

The schoolmaster has nothing to do with the industrial training of the children, for having, aided by one assistant, to superintend the teaching of so large a school, besides the special instruction to be given to the pupil teachers, I am persuaded that it is impossible for him to pay attention to the manual labour that forms so important a part of the education given to the boys.

A skilled workman is specially engaged to superintend the departments of farming, gardening, baking, shoemaking,

tailoring, engineering (there are two steam engines in the building), carpentering, painting, besides a drill master. The numbers engaged in each of these occupations are detailed in a preceding page. All the children are subjected to the discipline of the drill-master.

The rule adopted for the visiting of children is, "parents and nearest relations of children may see them on Tuesdays and Thursdays between 1 and 4, on order from chairmen of boards of guardians." Some persons may perhaps consider this order too restrictive, and imagine that it is cruel to refuse mothers opportunities of seeing their children whenever they can make it convenient to attend the school. I am sure, however, that such an objection can only come from a closet philanthropist, and would never proceed from any one conversant with the subject of pauperism. It is a truth as mournful as it is undoubted, that, with children of this class the less they see of their parents the better. One of the chief advantages derivable from improving pauper education lies in breaking through the old vicious routine by which pauper parents too frequently transmitted their own degraded habits to their offspring, and thus the same families continued burdens on their parishes from generation to generation.

Many intelligent masters of pauper schools have complained to me of the damage done to their pupils by the casual intercourse with their parents in ordinary workhouses. Even the occasional visits of parents to their children in the Central London District School have often been perceptibly injurious to the morals of the children; and the chaplain of a Union workhouse wrote thus to me:—

"I am myself convinced, from the observation I have frequently made, that in a great majority of instances the cruelty to the children consists, not in taking them away from their parents, but in allowing them to have any intercourse with them and their friends so called."

The celebrated Pestalozzi founded schools in Neuhof and Stanz in Switzerland, for the poorest of the Swiss children, who exactly correspond in condition to our English pauper children. He succeeded perfectly in educating them, and turning them into honest and useful members of society; but he bitterly complains that in both places his chief difficulty arose from the weekly visits of the parents, who endeavoured to instil into their children's minds the exact contrary to the moral and Christian notions which he had been imparting during the week.

As both the above-mentioned district schools are more than six miles distant on the average from the parishes that supply the children, this source of contamination will not be very

great. I should observe, however, that when any child is seriously ill, notice is immediately sent to the parents or relations, who are then admitted without order at any reasonable hour.

The danger of a too free admission of pauper parents to visit their children is a circumstance that must ever continue to depress the condition of this unfortunate class. Those who fear the too great elevation of the pauper race in consequence of the education given in these establishments, may dismiss their apprehensions, inasmuch as such a result is impossible. All the resources of art cannot supply the absence of maternal care, and the influence of that home education which, according to the order of nature, can only flow from a parent's love. Skill, kindness, and attention may do much, but cannot fill up this deficiency, which hangs like a dark cloud over the whole career of the pauper child, and which ought to move all our sympathies in his behalf. As a proof of this truth, it is generally observed that those children who are orphans or perfectly friendless, that is, who are most free from the contamination of relations, are the best conducted in pauper schools. I have watched the fate of many pauper youths after they have been launched into the world, and many I have assisted in their struggles through life, and seen them raised to a position of comparative wealth and respectability; but I do not know one who, if he has had parents, has been in any way advantaged by them, or rather, who has not at times had to resist the evil example and vicious enticement which they have been too ready to place before him.

There is no regulation established for granting holidays to the children, and I trust there never will be. Giving holidays as a treat to children in this rank of life appears to me a flagrant absurdity. The times for school and recreation are so arranged as to bring most advantage to their future welfare, and it is difficult to see what good can arise from depriving them of a day's instruction, which, however strange it may appear to children of the upper classes, is precisely that in which these poor children take most delight when the teachers are well qualified for the duty. People seem to forget that pauper children don't go home to shoot and hunt at Christmas and see pantomimes. Occasional periods of relaxation may be useful and desirable for the masters, but to deprive children, who have no homes to go to, of a whole day's schooling, as I have sometimes seen, and then turn them into the yard to do nothing, on the plea of treating them, is surely a most unjustifiable folly.

When the proposal was first made to permit the appointment of pupil teachers in pauper schools in the same way as in

ordinary schools, I stated my opinion that the result would probably be, that, owing to the more complete devotion of the boys to their studies than in day schools, and their consequent rapid advancement, they would become fitted to manage small schools long before the term of their apprenticeship expired. Experience has fully borne out the justice of this opinion, and every pupil teacher first appointed has left his engagement and become the master of a school elsewhere, generally a work-house school. I do not consider this result as any matter for regret. They have been almost invariably well fitted for the posts they have taken, and, as they are generally considerably superior to the ordinary average of schoolmasters, their pupils no less than themselves have benefited by the change. To become thorough schoolmasters, they should subsequently pass the usual term in some Normal school; and it is gratifying to find that they often make provision out of their salaries to pay at some future time their fees at some institution for the training of teachers. Hence the object which my Lords of the Committee of Council on Education had in view, viz., to raise by means of pupil teachers a class of instructed schoolmasters, has been fully answered so far as present experience warrants a conclusion.

The following letter from the chaplain of the North Surrey School gives a very favourable account of the moral condition of the children; but I think it right to make a remark on the statements, of the correctness of which there can be no doubt, relative to the degraded state, mentally and morally, in which many of the children were found to be on their first admission. Every one who has had much to do with schools must be aware how difficult it is to keep up a school in an efficient state, which it is well known is shortly to be given up. The master loses all interest in his pupils, whom he is shortly to be separated from for ever; the children, becoming quickly sensible of this neglect, pay less attention to their lessons. Desks are broken and left unmended; books are torn, lost, and misused; visitors remark, "what is the use of attempting to set things in order, the school will be given up in a month or two?" No one likes to sow where he may not reap; every one leaves a falling house; and a general neglect is the lot of whatever is doomed to extinction.

This feeling is natural, and in some degree explains the miserable state in which many of the children entered the North Surrey school, as described in the chaplain's letter. It had been expected that the school would have opened at a much earlier period than was found possible, and during the intervals of delay, a process of deterioration was going on in every school that was to supply children to this institution.

North Surrey Industrial School, Anerley,
14 January 1852.

MY DEAR SIR,

I have much pleasure in complying with your request that I would furnish you with some account of the progress which this establishment has made since its opening, and of the moral and other results arising from the industrial training of the children committed to my pastoral charge.

You are aware that the schools were opened in November 1850; and certainly the state, industrial and moral, in which the children came to us from the various Unions and parishes, was such as to warn us that no ordinary amount of labour and patience would be required on the part of us, whose future charge they were to be. Speaking, first, of their acquirements in secular and religious knowledge, I found that very few indeed of the boys could give an account of the simplest facts in the Bible; only 5 out of the whole number could read the Irish Third Book without hesitation; only 10 could do a sum in compound division of two figures in the division; none could write a single sentence from dictation, without mis-spelling almost every word of two or more syllables; and of geography, grammar, and history, the ignorance was universal and entire. The Church Catechism most of the elder boys could repeat by rote; but (let all teachers of that venerable and admirable formulary mark this well) I found *not one* who could give me the meaning of a single answer repeated, or of the most ordinary theological expressions there employed; of the signification of such words as grace, atonement, redemption, repentance, sanctification, &c., they did not seem to possess the most distant idea. Their conduct outside the schoolroom was of a piece with their performances within. The slightest restraint exercised over them was immediately revenged by the destruction of property—a trait peculiarly workhouse. Indeed, I believe it was the opinion of the architect, that during the first month, nearly 100*l.* worth of damage was wilfully done to the building in the demolition of windows, window sashes, tiles, &c. Scarcely a day passed without two or more boys absconding, either returning to their respective workhouses, or prowling about the surrounding country. Their habits were most filthy and revolting, and their language of the same character. Not a single boy ever thought of uttering a private prayer, morning or evening, and their conduct at public and family devotion was most listless and inattentive. The girls were, if possible, in a lower condition than the boys, considering the difference of sex, with the exception of those from one of the parishes, which it would perhaps be invidious to name.

The number of children in the establishment is, at the time I am writing, 636. There are 280 in the boys school, 186 in the girls school, and 170 in the infant school. I will not occupy your time in detailing their present intellectual attainments, because from your own recent inspection you are sufficiently acquainted with them. Suffice it to say, that their progress on the whole is entirely satisfactory to me, and I think I may add, to the board of management also. Of the industrial training I will speak more at length.

All the children above the age of 11 years are engaged in industrial occupations on every alternate day in the week. I have further divided them into *two* working sections, so that the boys or girls, as the case may be, who are absent from school on the Monday, Wednesday, and Friday of one week, shall attend the school on those days in the next week. By these means every child gets his or her due share of instruction in all the subjects named in the school time-table.

The girls are, of course, exclusively employed in household work, and in the laundry. The boys are distributed as follows:—84 are employed in the farm and garden; 40 in the shoemaker's shop; 26 in the tailor's; 6 in the carpenter's; 4 in the baker's; and 4 are under the engineer in the management of the steam engines for working the pumping and washing apparatus. About 6 more are daily engaged in cleaning the yards, and in doing other odd jobs about the premises.

You will be able to form some estimate of the value of their labour from

the following facts;—I find that the master tailor, with his daily class of 13 boys, is able on the average to supply the stores with 40 new suits per mensem in addition to the mending, which is of course considerable. I am informed that the same work, if paid for by the piece, could not be procured from an ordinary journeyman tailor under 4s. the suit. The master shoemaker, with his daily class of 20 boys, is able to supply in the same period, 40 pairs of new boots, and to mend on an average 140 pairs. He values his work at 2s. the new pair, and the mending on an average at 8d. per pair.

I have said that 84 boys are engaged on the 39 acres of farm land, and $3\frac{1}{2}$ acres of garden. Of the 30 at work daily in the farm under the bailiff, 2 are employed chiefly about the stables, with 3 horses, and in carting, driving the plough, &c; 4 are employed with the 13 cows, cleaning their sheds, preparing their food, and on other incidental labour attending their custody; 4 others are employed in the early part of the day in tending 80 pigs, cleaning their styes, &c., picking and boiling the small and diseased potatoes, cleaning up the yard, and other odd jobs as necessity arises; 6 of the eldest of the stable and cow boys also assist one hired day labourer in milking the cows, and are now able to milk very well. The remaining 20 of the farm boys are employed in various labours about the land, as the seasons permit and the crops require, such as digging, spreading manure, pumping the liquid manure, twitching, weeding, drawing the root crops, &c. Latterly, the chief source of employment in the fields has been the drawing and storing the root crops, consisting of about 13 acres of potatoes, 9 acres of Swedes, and $4\frac{1}{2}$ acres of mangold wurzel. There is only 1 day labourer in constant employment on the farm, and with him the boys, under the eye of the bailiff, ordinarily work. I find the clearing and storing of the 13 acres of potatoes occupied them about six weeks: and the pulling and storing of the $13\frac{1}{2}$ acres of Swedes and mangold, about six weeks more. The bailiff values each boy's labour at about 4d. per diem. I cannot help thinking that this is a low estimate; there can be no doubt, however, that if a number of boys was sufficiently great to cultivate the farm, either wholly or in part, by spade husbandry, the value of their labour would be nearly double what it is at present. But for this purpose at least 10 boys for every acre so cultivated would be required.

The 12 boys occupied daily in the garden, under and with the gardener, have, during the last two months, dug the greater part of the garden in a very efficient manner, and ridged a considerable extent very creditably. All the boys, when working in the field and garden, are under the inspection also of one boy to each party acting as monitor, who is held by the bailiff responsible for the conduct of his party. By the economical liberality of the managers, all the monitors in the school are rewarded for their extra services by a small weekly gratuity, from a small sum of money placed at my disposal for that purpose quarterly. I should mention that the boys are allowed to choose their own occupation, but the farm and garden work is evidently a favourite; indeed, so much interest do they take in it, that the boys will ordinarily return to their employment immediately after their meals, in preference to amusing themselves in the play ground during the time allowed for recreation.*

Of the *moral* effects of the industrial training I can speak with the utmost satisfaction. The bailiff and master tradesmen are instructed to make a daily return to the schoolmaster of any disobedience or bad conduct they may notice in the boys under them. But whereas at the commencement of our labours, such reports were of constant occurrence, and they had to complain of frequent insolence, and occasionally even of personal violence, they are now very rare indeed. The vicious habits which once occasioned me so much pain and anxiety, have almost entirely disappeared; corporal punishment is

* The numbers here given of those engaged in industry do not precisely tally with those in a preceding page, being necessarily subject to constant slight variations.

becoming almost unknown among us—they have learnt, without any other compulsion than that of gentle persuasion, the practice of private prayer; their behaviour in chapel, once so mechanical, is now so reverent, and apparently (I hope also really) devout, as to strike every occasional visitor with surprise and delight; and while their rude behaviour has been entirely subdued by firmness, I believe that we have succeeded in gaining their confidence, and even affection. Now, although I must ascribe this happy change altogether to the blessing of God, and chiefly to His blessing upon the sound religious education given in the place, and to the effects of our earnest-minded teachers, yet I am convinced that the same results could hardly have been produced in so short a time apart from the healthy tone which constant employment always gives to the mind. They no longer look upon labour as an irksome task, but rather as an honourable and pleasurable occupation; and I am convinced that there is not a boy in the whole school who would not shrink from a return to the workhouse as degrading, so long as it were possible to gain a livelihood by honest industry. Their very appearance is wonderfully altered for the better. They have lost the slouching gait, and dogged sullen look, which formerly too clearly betokened their origin and habits. This was a point with which His Grace the Archbishop of Canterbury, who was present at the opening of the school, and who kindly visited us a few weeks ago, was much struck. I am far from saying that we are yet perfect, or that there is not much room for improvement; but I have seen enough to “thank God and take courage” for that measure of success which has hitherto attended our humble endeavours, and to be grateful that I have been called to labour in so useful and honourable a post, and to pray, moreover, that district schools may be increased and multiplied in our land, till all workhouse education, if education it can be called, be utterly extinguished.

I fear I have trespassed upon your time to an unconscionable extent; and even now I have left untouched many subjects upon which I should like to have spoken. But I must conclude.

Believe me, my dear Sir, &c.,

(Signed) EDWARD RUDGE,

E. C. Tufnell, Esq. Chaplain.

The South Metropolitan District School, so long stopped in its progress by pecuniary difficulties, has now, by Parliamentary aid, overcome all obstacles; and the building, situated in a fine position on the Epsom line of railway, is in progress of erection. It is intended for 1,100 children, and cannot but be regarded with great interest by all who concern themselves in the education of the pauper class.

My object in the preceding report has been to show how entirely all the difficulties that beset pauper education yield to the agencies brought into action by district schools. The paramount interest to society generally in the foundation of these institutions should also be borne in mind. The rich will educate their children by voluntary effort; the middle classes, and those just beneath them, may require some encouragement to induce them to perform this necessary duty. But those who form the base of the social scale will most assuredly neglect the training of their children altogether, unless stimulated by the continuous exertions of the rest of the community. If these exertions are withheld, the vices and crimes, the thieves and prostitutes, which these classes will generate, quickly

avenge the neglect of those above them, and may indeed cause the education of the poorest orders to be considered as an insurance on the property of the rest of society.

There is no such thing as a self-acting educational system ; efforts to civilize must be, as Dr. Chalmers long ago observed, for ever aggressive, or we may arrive at that most fearful of all conditions for a nation, and one especially to be feared in this advancing country—a great increase in the physical prosperity, accompanied by a retrogression in the moral condition of the people.

That the workhouses have in past times led to much evil of this sort I have not the smallest doubt. Mr. Hickson, who made some years ago a special report to the Poor Law Commissioners (never published) on this topic, mentions numerous instances in which, like Colonel Jebb, he had traced youth from the pauper schools to the hulks ; and a chaplain of a large workhouse lately lamented to me that most of the girls brought up in it were “*on the town*,” in the lowest condition to which woman can be degraded. We now know the remedy ; and, seeing the effects that right training will produce, may we not, if we neglect it, exclaim in the words of the prophet, that “the people are destroyed for lack of knowledge?”

I have the honor to be, &c.

E. CARLETON TUFNELL.

To the Right Honorable

The Lords of the Committee of Privy Council on Education.

TABULATED REPORTS by Her Majesty's Inspector of Schools,
E. CARLETON TUFNELL, Esq., on the Parochial Union Schools
inspected by him in the Metropolitan District, in the year 1851.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX.			
Bethnal Green -	59	50	The girls' school is in progress of improvement. The fluctuation in the boys' school prevents very great proficiency in it.
Brentford - -	43	52	This school is improved in all its departments since last year.
Clerkenwell - -	31	40	Both boys' and girls' school are improved since last year.
Edmonton - -	60	38	These schools are examples of successful management, and the industrial employment of the boys is better arranged than usual.
Fulham - -	77	60	The boys' school is improved since the previous examination, but the girls' school rather the contrary.
Hackney - -	34	55	The boys are fairly instructed, and the girls' school promises to be better taught than heretofore.
Hendon - -	7	16	The numbers in this school have been reduced to this low figure, mainly, I believe, to good moral and industrial training causing a demand for the children.
Holborn - -	66	46	Both schools are very fairly conducted, and improved since my last visit; but the industrial employment of bristle-sorting I can never approve of, it seems utterly unsuited to fit them for their future occupations.
Islington - -	35	40	The school is somewhat improved since my last visit, but there is a want of proper industrial training for the boys.
Kensington - -	23	22	These schools have been deteriorated by frequent changes of teachers.
Poplar - -	55	53	The boys' school is in the same state as at my previous visit, the industrial employment of the children being not the best adapted to fit them for their probable future occupations. The girls' school is in an orderly state.
Staines - -	32	21	The boys passed a better examination than at my previous visit. The girls' school is, as it always has been, in good order and well managed in all respects.
Stepney - -	144	105	The boys of this school are intelligently managed and instructed. The girls are in a backward state.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
St. George's in the East.	94	64	The children are kept in order, but their instruction is moderate; and there is no proper industrial training for the boys.
St. George, Martyr.	70	45	These schools are efficiently managed, more especially in the boys' department.
St. Leonard's, Shoreditch.	90	88	This school is divided into two parts, one at Enfield, the other in London. Considering the inferior accommodation, which will shortly be improved, the schools are fairly managed.
St. Luke's - -	30	18	I cannot speak in terms of approval either of the boys' or girls' school.
Strand - -	40	39	The industrial training in this establishment seems fairly managed, but I cannot speak in favourable terms of the intellectual proficiency of the children.
Uxbridge - - -	28	18	I cannot report much progress, either in the boys' or girls' school, but several of the boys are fairly instructed in industry.
Whitechapel - -	141	113	The boys are very fairly instructed, and in excellent order. The girls' school is well managed in every respect.
SURREY.			
Bermondsey - - -	99	82	The girls' school is not in as advanced a state as at the previous examination; but this result is apparently more owing to the fluctuations of the children than to any other cause. The boys' school is fairly managed, considering the contracted accommodation.
Chertsey - -	44	27	The boys are, as at my previous visit, very efficiently instructed. The girls far otherwise, except as regards their industry.
Dorking - -	22	25	This school is on the mixed principle, both sexes being taught together under a mistress. It presents a satisfactory proof of the practicability of such an arrangement.
Epsom - - -	44	36	The girls are in good order, and improved from what they were at the previous examination. The boys are not in so advanced a state as heretofore.
St. Giles' and St. George's, Bloomsbury.	—	71	The infants, 35 in number, are placed in a healthy situation some miles from London, and well cared for. The girls are kept in a London workhouse, and fairly managed.
Godstone - - -	26	12	The boys are in good order, and fairly instructed in the ordinary subjects. The industrial education of the girls is well attended to.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Guildford - -	41	40	The school is fairly conducted in all essential points, but the boys are not as well advanced in arithmetic as is desirable.
Hambledon - -	27	25	The intellectual instruction in this school is by no means in an advanced state, but the children are, nevertheless, disposed of rapidly in service.
Lambeth - -	177	136	These schools are better arranged and conducted now than at any previous visit, and present fairer prospects of future improvement. There are 90 infants fairly managed in a separate school.
St. Olave's - -	45	62	The girls' school is in an extremely backward state, but the number of new comers may partly account for it. The boys' school is creditably managed, but the fluctuations of its pupils oppose considerable obstacles to its advance.
Central London -	426	230	Together with 295 infants. Specially reported on.
North Surrey -	296	218	Together with 129 infants. Specially reported on.
Reigate - -	14	27	These schools have been much injured by frequent changes of teachers, which always materially interfere with efficient instruction.
SUSSEX.			
Battle - - -	38	21	These schools are fairly conducted, considerable improvement having taken place in the boys' school since my last visit.
Brighton - -	70	60	The boys' school is well conducted, though deficient in industrial training. The girls' school is not equally well conducted, but much improved at my last visit.
Chailey - -	18	14	This is a good moral and industrial school, and hence it answers very fairly the purpose of a workhouse education.
Cuckfield - -	23	31	The boys' school is considerably improved since last year, and the girls' school is also better conducted than formerly.
Eastbourne - -	17	22	The girls' school is fairly managed in all respects. The boys' school is in a much less efficient state.
East Grinstead -	41	32	These schools are not in an advanced state, but industry is well taught in both the boys' and girls' school.
Hailsham - -	38	26	The industrial training in the boys' school is extremely well managed, and the schools generally are fairly conducted.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Hastings - -	33	23	Both boys' and girls' schools are creditably managed, and passed a better examination than at any previous visit.
Horsham - -	19	21	The schools, in the boys' department especially, are improved since my previous visit.
Lewes - -	13	17	These schools are in the same condition as last year, being fairly conducted in all respects.
Midhurst - -	21	20	These schools are not in as efficient a state as at my previous visit, and I am unable to record a favourable opinion of them, though the industrial training of the boys is well attended to.
Petworth - -	22	23	The arrangements for the education of children in this school are not such as I could desire.
Rye - - -	18	18	I cannot speak highly of the condition of these schools. The acquirements of the children are very limited.
Steyning - -	15	14	The boys' school is, as at previous examinations, in a very efficient state. The girls' school is improved since the coming of a new mistress.
Thakeham - -	17	15	These schools are in the same fair condition as at previous examinations.
Ticehurst - -	22	9	The schools in this workhouse have been so much reduced in number, that the boys are fully employed in the necessary daily work of the house, and a stop is hence placed on their instruction.
Uckfield - -	23	17	The girls' school is well instructed, and in excellent order. The boys' school is not in an equally efficient state.
Westbourne - -	—	11	This small school of girls is very well managed. All the boys go to the National school.
West Firle - -	8	6	Both boys' and girls' schools are improved since my last examination.
West Hampnett -	35	30	Both schools are well managed, considerably beyond the average in ordinary workhouse schools.
KENT.			
Ashford, East -	12	25	The intellectual education of both boys and girls is fairly managed, but there is a want of industrial employment for the boys.
Ashford, West -	13	19	The extreme reduction of numbers in these schools has somewhat diminished their apparent efficiency, but they are fairly managed.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Aylesford, North	20	21	This is a mixed school, well supplied with every educational appliance. The children, however, are not as advanced as they should be, owing apparently to a want of vigour in the teacher.
Blean - - -	14	21	The boys' school is, as formerly, creditably managed, and the girls' school is kept in fair order and discipline.
Bridge - - -	12	11	The small numbers in these schools oppose obstacles to their effectual classification, but otherwise the boys' school is very well managed.
Bromley - - -	22	15	There is no improvement in this school since my last visit.
Canterbury - -	11	20	The great reduction of numbers, and change of master, has somewhat reduced the efficiency of these schools, but they are, nevertheless, fairly managed.
Canterbury - -	14	22	These schools are managed with an average degree of efficiency.
Cranbrook - -	20	16	The changes of government in this school had seriously injured the efficiency of the instruction. It is now, however, in better order, and the children are advancing in their instruction.
Dartford - - -	31	37	This school is not improved since my last visit, and there is still a deficiency of appropriate industrial training for the boys.
Dover - - -	35	60	The boys' school is efficiently managed in every respect. The girls' school is only commendable for its industry.
Eastry - - -	26	34	The boys' school is in a better condition than last year, and in an improving state. The girls' school remains as before.
Elham - - -	20	39	The boys' school is fairly conducted, and in good order. The girls' school is less efficiently managed.
Faversham - -	27	37	The girls' school is managed so as to answer the chief object of workhouse education in turning out honest and industrious servants. The boys' school is not in an advanced state.
Gravesend -	15	26	The boys are, as formerly, well instructed in all ordinary subjects, and the girls' school is under better arrangement than I have observed at any previous visit.
Greenwich -	109	125	The girls' school, as respects its discipline and industry, is in a most efficient state, and reflects great credit on the two teachers. The boys' school is also, as before, in good order, and fairly managed in all respects. There are also 91 infants, ably managed by a mistress.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Hollingbourne -	39	54	The boys' school is improved since my last visit, but there is still a deficiency of industrial training in it. The girls are not in an advanced state of knowledge, but they are well employed in industry.
Maidstone -	86	82	The girls' school is, as formerly, well managed in every respect. The boys' school is improved in its industrial, and by the aid of a pupil-teacher, promises to improve in other respects.
Malling -	37	42	The boys' school is efficiently conducted in every respect, the industrial department excepted. The girls' school is improved since last year.
Medway -	35	42	These schools are well conducted, and the boys, though there is a deficiency of industrial employment, owing apparently to their efficient intellectual education, readily obtain employment.
Milton -	24	20	Both boys' and girls' schools are creditably managed.
Sevenoaks -	45	42	The industrial department of these schools seems fairly managed, but there is room for improvement in the intellectual.
Sheppy -	26	25	These schools are fairly managed, and give greater promise of future efficiency than at my previous visit.
Tenterden -	24	21	Both boys' and girls' schools are well managed. The boys' school especially passed a better examination, highly creditable to their teacher.
Thanet -	41	22	Both schools are in a very fair order and efficiency, and improved from what they were at my previous visit.
Tonbridge -	33	17	The school is fairly managed in all respects.
ESSEX.			
Billericay -	29	29	The girls' school is improved since last year, and an advance has also been made in the industrial training of the boys.
Braintree -	25	36	The boys' school has been improved since last year, by giving the children some agricultural employment; and the girls' school is better instructed than formerly.
Chelmsford -	36	40	The boys in this school were not so advanced as at my former visit, owing apparently to the prescribed hours of schooling not having been given them. The girls' school promises to be better conducted in future.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Dunmow - - -	48	44	The boys' school is fairly instructed in the ordinary branches. The girls' is not improved since my last visit.
Epping - - -	22	12	Both schools are much diminished in size by the demand for children's services in the neighbourhood ; hence they do not present so favourable an appearance as formerly. The boys school is, however, in a creditable condition.
Maldon - - -	35	61	The boys' school is in better order, and altogether better managed than at my previous visit. The girls' school is less well managed.
Ongar - - -	6	14	Considering the low ages and small numbers of the children in this school, it is fairly managed.
Ossett - - -	19	24	This is a mixed school, and is altogether very fairly conducted ; though some garden work would be desirable for the boys.
Rochford - - -	35	36	The boys are in an improving state, and altogether satisfactorily managed. I cannot record a favourable opinion of the girls' school.
Romford - - -	26	36	The girls' school is well managed, but neither there nor in the boys' school is the instruction in other matters as advanced as is desirable.
West Ham - - -	38	50	The boys' school is not in an advanced state. The industrial instruction of the girls is well attended to.
Witham - - -	32	38	The boys are in good order, and well instructed in all ordinary subjects. The girls' school is also extremely well managed in every respect.
HERTFORDSHIRE.			
Barnet - - -	19	35	The boys appear rather better instructed than at my last visit. The girls are fairly managed, but were not improved.
Berkhamstead	8	1	The children of this Union are disposed of at a neighbouring silk-mill, whenever they seem likely to become permanent inmates of the house. The few that are in the house are sent daily to the parish school.
Bishop Stortford -	54	53	The schools are improved since my last examination, and the industrial education of the boys, especially, is now well attended to.
Hemel Hempstead	21	6	Both sexes are taught simultaneously by a master, who does not reside in the house. The attainments of the children are very moderate.

Name of School.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Hertford - - -	14	22	Both boys and girls are now well trained in industry, and write well, but their instruction does not extend much farther.
St. Albans - - -	29	27	This school is so managed in industrial matters, that the children are quickly disposed of in situations; but the intellectual instruction is very deficient.
Ware - - -	18	16	The children in these schools are fairly managed; no material change being visible since my previous visit.
Watford - - -	29	33	There is no alteration in these schools since my last examination, except a slight improvement in the arithmetic of the boys.
BUCKINGHAM-SHIRE.			
Amersham - - -	28	43	This school does not present quite so favourable an appearance as at my previous visit.
Aylesbury - - -	21	21	The girls' school is in a backward state. The boys' school is in the same condition as at my former visits.
Eton - - -	27	36	Both boys' and girls' schools are in a creditable condition, and considerably improved since my previous visit.
Newport Pagnell	20	28	The boys are somewhat improved since my last visit, though the porter and schoolmaster are still the same person. The girls' school is in the same condition as before.

General Report by Her Majesty's Inspector of Schools, JOSHUA RUDDOCK, Esq., on the Schools of Parochial Unions in the Southern District of England, comprising the Counties of Cornwall, Devon, Dorset, Hants, Oxford, Somerset, and Wilts, and portions of Berkshire and Buckinghamshire ;— for the year 1850.

MY LORDS,

January 1851.

THE examination of new teachers and the re-examination and reports upon such as had already obtained your Lordships' certificate, have again principally occupied my attention during the past year ; a more or less minute inspection of the several schools being one element of these Reports.

From the 1st of January to the 31st of December, 80 teachers have been changed : viz.

34 Masters ;

46 Mistresses ;

being within one of the number reported in 1849–50.

Of the whole number still retaining their situations who had received certificates, 24 were submitted to re-examination ; of these 11 only were voluntary re-examinations with a view to obtain a higher grade of certificate : the alteration which was made early in the year, in the mode of apportioning the salaries, is, I believe, one of the causes of this backwardness on the part of the teachers, inasmuch as in most instances if they obtain a certificate but one degree higher than that already held, it will not lead to any augmentation of stipend, and few teachers are able to advance a whole class at one time :—another cause can be found in the small leisure at the disposal of workhouse teachers for improving study ; the multiplicity and continuity of their duties leave them but little desire at the close of the laborious day for anything but relaxation and amusement ; I will also add that few of those who are found in the position of workhouse teacher possess that accurate acquaintance with elementary matter without which study for further improvement is but thankless labour, and fewer still, lacking this, have the unwearied perseverance which makes amends for early deficiencies.

The difficulty in procuring even moderately qualified teachers seems to be greatly on the increase, and is more especially felt with regard to female teachers : many schools within my district have remained for a considerable period without a teacher, some of which have eventually been recommitted to the charge of the former mistress, although her resignation had been

caused by her failure in obtaining one even of the lowest certificates. The intellectual and educational qualifications required are not however of a high order, good reading and writing, correct orthography, and a knowledge of arithmetic as far as the four compound rules, being sufficient, if combined with adequate religious knowledge, to entitle the candidate to a salary of 20*l.* to 24*l.* from the Parliamentary Fund.

New school buildings have been erected and occupied in the following places, since the date of my last report : —

Faringdon,
Andover,
Newbury.

In the Taunton Union the schools have been transferred to more suitable apartments : in the Lymington Union a portion of an old building has been most excellently adapted to the exclusive use of the girls.

New school buildings are in course of erection at the New Forest Union house, at Eling.

Early in last year the Reading and Wokingham Unions were combined under an order of the Poor Law Board to form a district school, which is for the present located in the old workhouse of the Wokingham Union at Wargrave. The managers of this school district will, I trust, soon determine upon making some other better arrangement, as the building is in many respects inadequate for its purpose.

The Alton Union has been added to the school district of Farnham and Hartley Wintney, and arrangements are now being made to enlarge the Aldershot house so as to receive the increased number of children.

A schoolmistress has been engaged in the Wincanton Union, and the girls are instructed in a separate room from the boys : an infant teacher has also been appointed at Redruth, who has charge of the younger children apart from the senior girls' school.

At Petersfield the schoolmistress has been discontinued, and the children are now sent to the National School ; the very small number of children usually present in this workhouse is the reason of this change.

The Southampton Incorporation for the Poor having made claim for the payment of their teachers from the Parliamentary Fund, I have this year visited their schools ; an enlargement of their workhouse accommodation being deemed necessary, the children have been transferred to two houses opposite the existing workhouse, which the Corporation have bought and fitted up for that purpose. On the entire completion of the proposed alterations, if under competent teachers, I have little doubt that these schools will become efficient.

The Incorporation for the Poor of Bristol have also requested me to visit their poor schools in the asylum at Stapleton; various suggestions which I had an opportunity of making with respect to the buildings and the future organization of the schools are now being carried into effect. This establishment, if well managed and carefully superintended, ought to become a model for the West of England.

The following Unions have, with the sanction of your Lordships, been transferred from my district to that of my colleague, Mr. Symons:—

Cirencester,
Chipping Sodbury,
Dursley,
Tetbury,
Thornbury.

With the same sanction the following Unions in Berkshire have been transferred from Mr. Tufnell's district to mine:—

Cookham,
Windsor,
Reading.

The annexed Table A exhibits the number of children borne upon the books of the Unions in each county on the day of my visit to each; it further shows the number actually present in the schools on that day. I have added columns to show the gross amount of paupers of all ages in the different Unions on the same day, and the proportion per cent. which the children bear to the whole. I have thought it useful to give this information, as it establishes the position taken in my report for the year 1847-8, that the children form a clear moiety of the aggregate number of indoor poor in the southern District.

With the exception of the two counties of Berks and Gloucester, which differ on account of the re-assignments of districts, this Table is susceptible of comparison with Table B in my Report of 1848-49-50. On so comparing them it will be seen (p. 95) (Table B) that there is a very considerable decrease in the aggregate number of children, amounting to 10 per cent., which decrease seems to be equally spread over the five classes of children.

This diminution of the aggregate number has not been without effect upon the educational standard of the schools; few have been able to exhibit much improvement, many in consequence of it have fallen back. This retrograde movement is not so apparent in the Statistical Tables given in the Appendix, from the fact that in most schools a greater number of subjects are professed to be taught than was the case in 1848;

but it was pressed upon my attention by the generally unfavourable tenor of my notes of inspection during the present as compared with the past year. The decrease in the number of children has operated unfavourably to the *educational* standard of the schools in a twofold manner : 1st, in removing the greater number, in some cases all, of the senior class, thus at once withdrawing the more proficient scholars ; 2dly, in depriving the teachers equally of their acting monitors, and of those children who in the ordinary course would have replaced them.

It is certainly not to be regretted that so many children have been able to obtain the means of independent subsistence, even if thereby some temporary injury is inflicted upon the work-house schools, but the fact of its occurrence points to another inconvenience which results from the minute subdivision of pauper education among the several workhouses. Had a similar or even greater proportionate decrease taken place in a central or district school, receiving the children of several Unions, no such injury could have occurred ; a sufficient residuum would always have remained to maintain the standard.

The annexed Table (B) (p. 91) is a summary of the statistical Tables given in the Appendix ; it will bear a favourable comparison with a similar Table (D) inserted in my report for 1847-8. Improvement is most apparent in the number of those who read fluently, write from dictation, and are advanced to the higher rules of arithmetic ; there is also a gratifying increase in the number of those children who receive some instruction in matters of general information.

I have added this year to the statistical tables, and consequently to the summary, columns to show the number of children employed in each of the usual branches of so-called industrial training. The first consideration which strikes is the very small number of boys who receive any training in field labour : from Table B it appears that there were 2,590 boys over nine years of age present in the different workhouses on the days of my visits of inspection ; of these 559 only were employed in out-door pursuits ; this is the more to be lamented that the counties from which the returns are taken, are, with the exception of Cornwall, almost solely agricultural counties, and it is as agricultural labourers only that these children can expect to earn hereafter an honest maintenance : 445 boys are employed in various trades, for the most part in botching and cobbling ; the majority of these children are the same as those previously mentioned as being employed in field labour ; as a livelihood the trades of tailor or shoemaker are both ill-paid and precarious in an agricultural district ; such employment therefore is scarcely to be commended except as being better than absolute idleness.

263 girls are employed in laundry work—a very small portion of the 2,040 over nine years of age; yet these girls when in service are required to wash at least their own clothes, and many cannot be retained on account of their inaptitude for this species of labour.

The return as to the number employed in needlework and knitting is more satisfactory—3,220 boys and girls are so employed; such occupation being more easily controlled and more immediately profitable, is therefore more constantly enforced.

On the whole the industrial training of the children in work-houses is but nominal, and very little is effected towards fitting them for after industry: much evil is the inevitable result of their sojourn in the workhouse, and there are at present but few countervailing influences at work.

The Reports of my colleagues and of myself in previous years have amply detailed the existing deficiencies, and we have hoped that the gradual adoption of the system of district schools might ere this have begun to work a cure; a longer experience however has convinced that a permissive enactment only is adequate for the purpose: various reasons combine to render the Guardians in agricultural Unions averse to the proposal; jealousy of neighbouring Unions—the fear of the expense of the first outlay—unwillingness to remove so large an item of Union expenditure as the children from the precincts of the Union—and in some cases a morbid dread of what is termed over-education—operate singly or conjointly to prevent the general adoption of the proposal. If, as I doubt not, the scheme is the only radical remedy to juvenile pauperism, it will never become general until it is rendered compulsory. Such a measure on the part of the Legislature would be fitly accompanied by the offer of a contribution from the general taxation of a portion of the first outlay. Every argument which is used to induce the Local Boards to concur in the adoption of Central Pauper Schools, addresses itself with equal if not greater weight to the community at large; that for the most part these children are paupers by unavoidable misfortune as far as themselves are concerned; that their good upbringing is a positive duty incumbent upon those who have the power and the means to direct it; that a certain pecuniary benefit would result from an efficient system of moral and industrial education; all these are reasons which should weigh with the state equally with the local administrations. Granted the premise that the effect of workhouse education as at present managed is inadequate and faulty, it is surely right for the state to interfere in a matter which effects the well-being of an annual average of 50,000 children.

TABLE A.—STATEMENT of the Number of Children in the Workhouses of each County of the Southern District, showing the Numbers present in the Schools, the total Number of Pauper Inmates, and a Comparison with the same Return for 1849.

Number of Unions or Incorporations.	Number of Unions included in the return.	Counties.	Number of children on workhouse books.												Total number of inmates in workhouse.	Proportion per cent. of children to total number.		Number of children receiving instruction.								Not in school.		Name of Union in each county where the children bear the highest and lowest proportion per cent. to whole number of inmates.	
			Boys.				Girls.				Infants.		Total.	Boys.		Girls.	Infants.	Total.	Infants under 2 years.	Others.									
			2 to 9.	9 to 16.	1849	1850	2 to 9.	9 to 16.	1849	1850	Under 2.	1849									1850								
12	10	Berks* - -	150	237	217	158	170	223	184	182	63	75	784	875	1742	50	270	349	279	324	-	-	549	673	-	74	235	128	Per cent. Easthamstead, 60.
3	3	Bucks -	39	32	73	69	29	28	54	61	11	20	206	210	443	47	105	98	73	82	-	-	178	180	-	20	28	10	Wycombe, 45.
13	8	Cornwall -	210	148	175	100	205	133	201	80	124	92	915	553	1555	48	319	207	330	160	41	66	690	433	-	92	225	28	St. Columb, 62.
20	17	Devon -	381	348	476	435	315	239	267	237	191	177	1680	1436	2746	52	659	643	425	391	49	24	1133	1058	-	171	497	207	Exminster & Barnstaple, 65.
12	10	Dorset -	139	114	147	142	136	106	147	131	79	63	648	556	1117	50	232	219	237	197	-	-	469	416	-	58	179	82	Sturminster, 60.
2	2	Gloucester	102	76	156	232	114	76	141	174	63	56	576	614	1290	48	189	194	177	173	85	130	451	497	-	56	125	61	Bristol, 52.
29	21	Hants -	350	341	454	430	335	321	385	364	166	137	1690	1593	3712	43	612	615	550	521	48	47	1210	1183	-	147	480	273	Ringwood, 65.
9	9	Oxford -	119	131	226	205	131	117	200	180	78	77	754	710	1393	51	285	270	274	262	21	21	580	553	-	77	174	80	Bicester, 76.
17	16	Somerset -	443	364	576	493	384	328	469	395	229	188	2101	1768	3423	51	682	680	586	542	60	61	1328	1283	-	188	773	297	Bridgwater, 65.
18	18	Wilts - -	267	290	339	326	231	237	277	236	110	138	1224	1227	2305	53	492	527	416	387	-	-	908	914	-	128	316	180	Highworth & Swindon, 72.
114	Total -	-	2200	2081	2839	2590	2050	1808	2325	2040	1114	1023	10,528	9542	19,726	48.5	3845	3802	3347	3039	304	349	7496	7190	-	1001	3032	1346	

* Two Unions are included in the return for this county in 1850 more than in 1849.

TABLE B.—SUMMARY of the Number of Children in the Workhouse Schools of the Southern District, exclusive of National Schools, receiving Instruction in each Branch of Elementary Education.

Number of Unions or incorporation.	Number of schools included in the table.	COUNTIES.	Number of children in the schools.	Intellectual instruction.										Industrial training.								
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.	Field labour.	Trades.	Laundry work.	Needlework and knitting.	Miscellaneous.	
				1	2	3	On slate.	On paper.	From dicta- tion.	Addi- tion.	Four rules.	Four com- pound rules.	Propor- tion and higher rules.									
12	11	Berks	-	810	330	220	260	290	349	284	162	183	143	53	160	58	72	117	46	15	407	53
3	3	Bucks	-	180	79	51	50	68	71	62	36	36	33	6	35	10	-	26	10	3	87	-
13	11	Cornwall	-	483	200	144	139	138	228	178	72	90	94	23	77	19	-	21	15	62	183	-
20	17	Devon	-	1,005	490	234	281	279	514	409	175	201	144	78	199	125	95	62	43	10	343	13
12	10	Dorset	-	397	175	99	123	124	153	117	85	86	66	28	51	25	19	14	7	13	216	-
2	2	Gloucester		367	209	79	79	116	144	97	101	53	53	48	130	30	12	-	37	21	173	-
29	22	Hants	-	1,214	594	335	285	359	563	481	225	290	187	77	299	158	153	130	93	88	491	50
9	9	Oxford	-	512	238	164	110	187	240	211	76	126	121	42	131	68	31	26	31	21	251	-
17	16	Somerset	-	1,221	535	314	372	454	505	392	239	219	203	88	182	82	84	85	131	20	494	-
18	16	Wilts	-	841	373	184	284	291	405	357	124	190	166	88	203	149	107	78	32	19	375	-
		Total	-	7,030	3,223	1,825	1,983	2,306	3,172	2,588	1,295	1,474	1,210	531	1,467	724	573	559	445	263	3,020	116

In the Appendix will be found a letter addressed to the Chairman of the Wells Union by a lad almost wholly brought up in the Union,* which gives a fair idea of workhouse training, as far as fitting the children for useful labour is concerned. The case is not singular, but occurs, I fear, too frequently without similar complaint being made.

The only two district schools which have as yet been formed in my district are those of Farnham and Hartley Wintney, and Reading and Wokingham: the former of these schools is working very efficiently, and cannot fail to be productive of very beneficial results. The junction of the Alton Union has caused some uncertainty in the industrial system, from the necessity of erecting adequate buildings. In the course of the summer these will be completed, and the whole routine placed on a permanent footing.

The inconvenient nature of the building at Wokingham has greatly interfered with the progress of the school, of which I cannot speak in commendatory terms.

With the view of giving a practical answer to the objection so often raised to district schools, that considerable difficulty would arise and expense be incurred by the repeated transmission of the children to and from the parent houses consequent upon the frequent going in and out of the parents, I subjoin a table showing the movement of children in the Farnham and Hartley Wintney District School from the 1st of October 1849 to the 29th of November 1850, the latest period up to which I could obtain the return.

UNIONS.	Number of separate journeys.	Number of admissions.	Number of discharges.	Number of children admitted or discharged.		Total expense.
				Boys.	Girls.	
Farnham - -	36	18	22	58	29	Nil. The distance being three miles. The children walk.
Hartley Wintney -	17	9	10	19	31	5 <i>l.</i> 2 <i>s.</i>
Alton, since 30 Sept. 1850 - -	5	5	-	6	6	Nil. A horse and cart are kept at the Union for other purposes.

From this it appears that in the single Union by which expense is incurred 50 children only have been moved to and from in

* I am happy to be able to state that this letter led the guardians to cause some pains to be taken with this lad, who has since been placed out in respectable farm service.

the course of 14 months, necessitating 17 separate journeys at 6s. a journey, being a fraction over 2s. per child.

In my Report for the current year I hope to be able to give a detailed account of the industrial routine of this school when definitively fixed, and also, if possible, a statement of the pecuniary result, which I doubt not will abundantly prove the economy of the system.

I have the honor to be, &c.,

JOSHUA RUDDOCK.

To the Right Honorable

The Lords of the Committee of Council on Education.

TABULATED REPORTS by Her Majesty's Inspector of Schools, J. RUDDOCK,
Districts of England,

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1850.	BERKSHIRE.															
9 Nov. -	Abingdon - -	Boys Girls	20 37	8 15	11 16	1 6	7 20	13 15	10 26	9 24	5 9	5 4	1 -	10 -	10 -	-
7 „ -	Bradfield - -	Boys Girls	38 31	28 16	6 10	4 5	7 13	25 14	25 13	7 -	4 5	13 11	1 -	-	-	-
—	Cookham - -	Boys Girls	32 41	11 9	7 9	14 23	6 5	15 13	11 7	4 4	5 4	2 6	5 -	-	-	-
30 May -	Easthampstead -	Boys and Girls mixed	29	18	6	5	5	14	12	5	6	8	4	-	-	-
12 „ -	Farringdon -	Boys Girls	56 40	24 11	17 15	15 14	28 10	31 26	24 -	- 10	18 28	8 -	15 -	23 -	-	15
6 „ -	Hungerford -	Boys Girls	29 47	15 13	6 14	8 20	14 19	15 14	15 4	14 7	7 13	8 -	-	15 9	-	-
5 „ -	Newbury - -	Boys Girls	43 41	19 19	17 10	7 12	23 24	21 17	6 11	9 9	7 10	10 9	8 -	6 9	-	-
—	Reading - -	-	Merged in district school at Wargrave.													
8 „ -	Wallingford -	Boys Girls	31 46	16 13	9 13	6 20	17 11	13 4	8 4	10 4	6 4	8 -	-	8 -	8 -	8
26 Sept.	Wantage - -	Boys Girls	23 30	13 12	6 8	4 10	8 7	11 13	8 8	6 1	3 5	8 3	2 -	3 10	3 7	- 10
18 Dec. -	Windsor - -	Boys Girls	30 29	14 13	9 8	7 8	7 10	14 12	23 12	5 6	10 6	8 8	7 -	14 16	14 16	14 -
—	Wokingham -	-	Merged in district school at Wargrave.													
2 „ -	Wargrave - -	Boys Girls	75 62	25 18	19 14	31 30	29 20	37 12	14 9	44 14	19 9	15 9	10 -	30 7	-	25 -
			810	330	220	260	290	349	284	162	183	143	53	160	58	72
	BUCKINGHAMSHIRE.															
3 May	Buckingham -	Boys Girls	33 26	14 10	9 10	10 6	9 10	11 10	8 8	4 10	6 10	3 -	6 -	12 8	-	-
—	Winslow - -	Boys Girls	16 15	10 5	6 3	- 7	6 10	10 5	10 5	2 2	8 2	4 -	-	10 5	10 -	-
—	Wycombe - -	Boys Girls	49 41	26 14	11 12	12 15	21 12	28 7	26 5	8 10	5 5	26 -	-	-	-	-
			180	79	51	50	68	71	62	36	36	33	6	35	10	-

Esq., on the Parochial Union Schools inspected by him in the Southern for the Year 1850.

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Daily Work.	Needlework and Knitting.	Miscellaneous.	
20	-	-	-	20	The industrial instruction of the children in these schools is very good; I fear, however, that the opportunities which the boys have of communication with the adults in the field must be prejudicial to their moral training.
-	-	-	35	33	
20	-	-	-	-	Both schools have improved since last year; the boys are now systematically employed in field work. The discipline of the girls' school is open to improvement.
-	-	-	30	-	
32	5	-	-	-	<i>Vide Report for 1851.</i>
-	-	-	20	-	
5	-	-	14	-	School instruction as at previous visits; the children very young.
-	9	-	-	-	The master had recently left and a new teacher had been appointed; the boys' school was in a satisfactory condition, I was not equally satisfied with the girls'.
-	-	6	44	-	
-	12	-	-	-	The majority in the girls' school are very young children; the boys have somewhat improved,
-	-	-	44*	-	
6	4	-	35	-	The boys' school had greatly improved; I cannot report favourably of the girls' school.
-	-	-	41*	-	
-	-	-	11*	-	The girls' school was in a very unsatisfactory condition, four children only could read tolerably; the boys' school remains as at previous visits.
-	-	-	15	-	
6	-	-	-	-	Schools in a fairly satisfactory condition; writing in the girls' school had improved.
-	-	-	26	-	
4	8	-	13	-	The boys' school is very efficiently managed by the master and pupil teacher, the present schoolmistress had only very recently joined,
-	-	-	29	-	
24	8	-	-	-	Owing to adventitious circumstances, this school has scarcely been thoroughly organized; the tenure of the present building being precarious, and the managers in some uncertainty as to the best course to adopt.
-	-	9	50	-	
117	46	15	407	53	
14	-	-	1	-	The boys' school is in a fair condition the girls' not above the average standard.
-	-	-	20	-	
-	6	-	8	-	} <i>Vide Report for 1851.</i>
-	-	-	15	-	
12	4	-	-	-	
-	-	3	32	-	
26	10	3	87	-	

* Knitting.

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.			Geography.	Grammar.	History.	
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Multiplication.	4 Rules.	4 Compound Rules.				Proportion and Higher Rules.
1850.	CORNWALL.															
2 Sept.	St. Austell - -	Boys Girls	18 22	7 -	7 9	4 13	2 3	14 9	12 6	1 2	4 4	6 -	1 -	- -	- -	- -
29 Aug.	Bodmin - -	Boys and Girls	48	18	16	14	6	27	8	1	8	8	1	11	-	-
-	Camelford - -	-	No Workhouse.													
30 „ -	St. Colum - -	Boys and Girls	32	8	13	11	3	18	16	3	-	5	3	-	-	-
5 Sept.	Falmouth - -	Girls	40	16	15	9	14	15	21	11	15	13	-	24	10	-
27 Aug.	St. Germans - -	Boys and Girls	28	10	5	13	5	11	10	-	1	6	-	-	-	-
6 Sept.	Helston - -	Boys and Girls	45	19	5	21	15	11	16	7	6	5	-	-	-	-
13 „ -	Launceston - -	Boys and Girls	41	16	13	12	15	16	16	11	5	3	8	16	9	-
23 Aug.	Liskeard - -	Boys Girls	38 22	27 11	8 6	3 5	8 4	30 18	- 10	5 3	3 8	20 6	1 2	- -	- -	- -
7 Sept.	Penzance - -	Boys Girls	22 21	9 8	5 7	8 6	6 5	13 7	9 2	1 7	2 4	4 -	5 -	- -	- -	- -
4 „ -	Redruth - -	Boys Girls	47 28	14 20	20 8	13 -	27 15	17 8	22 6	8 9	14 4	9 -	2 -	26 -	- -	- -
-	Stratton - -	-	No Workhouse.													
3 „ -	Truro, Kenwyn- street.	Girls	31	17	7	7	10	14	24	3	12	9	-	-	-	-
-	Truro, Probus - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			483	200	144	139	138	228	178	72	90	94	23	77	19	-
	DEVONSHIRE.															
6 Aug.	Axminster - -	Boys Girls	41 32	19 11	12 -	10 21	9 7	32 11	19 11	13 6	12 4	3 -	13 -	19 8	19 -	- -
30 July	Barnstable - -	Boys Girls	32 34	30 14	- 9	2 11	12 11	13 9	13 9	5 6	- 6	10 -	3 -	13 -	13 -	13 -
31 „ -	Bideford - -	Boys Girls	33 21	21 6	6 6	6 9	14 6	13 6	13 6	6 3	4 6	6 -	3 -	13 -	13 -	13 -
26 Nov.	Crediton - -	Boys Girls	57 25	41 12	8 10	8 3	8 10	41 12	11 22	- 10	30 6	9 6	2 -	11 6	11 6	10 6

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
5	2	-	-	-	Boys and girls instructed in the same room; there had been no schoolmistress for some weeks. I remarked improvement in the general instruction of the children.
-	-	11	11	-	
-	-	-	13	-	Continues in a fairly satisfactory condition; the younger children are rather backward.
2	-	-	19	-	Condition of the school creditable to the teacher.
-	-	6	33	-	This school is a striking instance of the good resulting from total separation; the instruction of the children is fair.
-	-	-	10	-	<i>Vide</i> Report for 1851.
4	-	6	18	-	Continues in as satisfactory condition as the nature of the building will permit.
9	2	-	13	-	Much as at my previous report; the children, however, although fewer in number, were not under as good control.
-	10	-	-	-	The boys' school was managed by a temporary master successfully; the girls' school had improved since my last visit.
-	-	19	22	-	
-	-	-	-	-	The boys' school has greatly improved both in discipline and intelligence. I cannot speak favourably of the girls' school; the mistress has since resigned.
-	-	-	15	-	
1	1	-	-	-	Neither school above the average standard; the schoolmaster had not been long in his situation.
-	-	4	28	-	
-	-	16	31	-	This school is a draft from St. Clement's, is composed of girls without any admixture of adults; the result, as far as it has been tried, is satisfactory; their school instruction is much improved.
-	-	-	-	-	School not visited, there being no teacher.
21	15	62	183	-	
19	6	-	-	-	Schools progressing satisfactorily, with the exception of the infants in the girls' school; a portion of the boys are now employed in field labour.
-	-	-	16	-	
-	-	-	-	-	Boys' school in a satisfactory condition; the girls are rather backward in all the branches of their instruction.
-	-	-	34	-	
-	-	-	-	-	The boys' school progresses fairly; the girls' remains as at my previous report.
-	-	-	14	-	
-	2	-	-	-	The boys' school had been long without a teacher, and was in a bad state of discipline; the girls' school continues in a satisfactory condition.
-	-	-	22	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.													
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.	
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.				
1850.	DEVONSHIRE—cont.																
11 Sept. -	East Stonehouse (Plymouth.)	Boys Girls	16 18	6 7	7 3	3 8	2 9	5 -	5 -	2 -	5 -	- -	- -	- -	- -	- -	- -
26 July -	Exeter (City)	Boys Girls	28 25	16 14	9 11	3 -	9 11	16 14	16 13	- 5	11 5	6 8	- 4	28 15	11 8	11 8	
—	Holworthy -	-	-	No Workhouse.													
5 Aug. -	Honiton	Boys and Girls	33	22	5	6	-	23	18	3	3	7	6	11	-	-	-
23 „ -	Kingsbridge	Boys Girls	38 No return on account of absence of teacher.	22	7	9	14	24	25	13	12	7	6	-	-	-	-
21 „ -	Newton Abbott	Boys Girls	66 20	58 12	7 4	1 4	15 6	56 17	56 11	6 2	12 7	20 4	20 -	34 6	34 -	34 -	34 -
2 „ -	Okehampton	Boys and Girls	65	19	15	31	17	22	20	16	13	-	-	-	-	-	-
—	Plymouth -	-	-	Schools not receiving aid from parliamentary fund.													
26 „ -	Plympton, St. Mary	Boys and Girls	29	12	8	9	4	9	-	4	2	-	-	-	-	-	-
29 July -	South Molton	Boys Girls	23 21	14 8	5 8	4 5	2 7	21 8	21 8	- 3	- 9	12 -	9 -	10 -	10 -	-	-
—	Stoke Damerel (Plymouth.)	-	-	Schools not receiving aid from parliamentary fund.													
12 Sept. -	Tavistock	Boys Girls	22 30	15 9	5 4	2 17	3 9	17 10	- 2	5 6	3 5	5 -	3 -	- -	- -	- -	- -
25 July -	Thomas, St. (Exeter.)	Boys Girls	50 37	14 8	17 11	19 18	19 6	31 18	31 14	13 11	4 -	14 2	- -	- -	- -	- -	- -
24 „ -	Tiverton	Boys Girls	35 49	15 9	10 8	10 32	14 8	21 11	8 3	8 7	6 -	11 -	- -	9 -	- -	- -	- -
1 Aug. -	Torrington	Boys Girls	24 17	6 2	11 6	8 9	7 3	5 2	5 3	3 2	1 2	1 2	- -	- -	- -	- -	- -
22 „ -	Totnes	Boys Girls	47 37	30 18	10 12	7 7	17 20	30 17	30 17	16 -	9 24	13 -	9 -	16 -	- -	- -	- -
			1005	490	234	281	279	514	409	175	201	144	78	199	125	95	
	DORSETSHIRE.																
8 Aug. -	Beaminster	Boys Girls	27 37	13 12	7 7	7 18	7 8	12 17	9 9	- -	5 15	5 8	4 -	- -	- -	- -	- -

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	-	-	-	13	I cannot report favourably of the boys' school; the girls are very young and backward.
-	-	1	9	-	
2	-	-	-	-	Both schools in very fair condition, considering that nearly all the senior children have left, and that there are only ten over thirteen years of age in the schools. The pupil-teachers have passed their examination successfully.
-	-	-	26	-	
6	-	-	6	-	The intellectual instruction of the children continues to be excellent; the great defect of the school is the want of systematic industrial occupation for the boys.
-	7	-	-	-	The boys' school has sensibly improved under the stimulus afforded by the constant and careful supervision of the chaplain; the girls have been nearly six months without a teacher.
27	-	-	-	-	The boys' school is in excellent order, both as to discipline and instruction; the girls' school rather backward; there is also a small infant-school, of which I cannot report favourably.
-	-	-	20	-	
-	-	-	10 B 15 G	-	I cannot report favourably of this school; a schoolmaster is required.
-	-	-	7	-	<i>Vide</i> Report for 1851.
1	12	-	-	-	Both schools have much improved, and are progressing very satisfactorily; the children in the girls' school are, for the most part, very young.
-	-	-	17	-	
6	-	-	-	-	The boys have improved in point of discipline, but are deficient in Scripture and arithmetic. The girls' school progresses fairly.
-	-	-	19	-	
-	-	-	-	-	I was not satisfied with these schools at this visit; the teachers have since been changed, and the present ones will, I think, soon place the schools on a satisfactory footing.
-	-	6	23	-	
-	8	-	20	-	There is a marked improvement in the boys' school since my last report, I cannot speak favourably of the girls' school.
-	-	3	34	-	
-	4	-	-	-	Both schools in an unsatisfactory condition; the children backward and un-intelligent.
-	-	-	14	-	
2	4	-	-	-	The boys' school continues in a satisfactory condition, and the girls have improved since my last visit. A pupil-teacher is needed in the boys' school.
-	-	-	37	-	
62	43	10	343	13	
10	1	-	12	-	Boys' school improved; out-door employment under the superintendence of the governor and schoolmaster is now carried on with great benefit to the children. I cannot report favourably of the girls' school; the religious knowledge of the children is very deficient.
-	-	8	30	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.														Geography.	Grammar.	History.
				Reading.			Writing.			Arithmetic.										
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.							
1850.	DORSETSHIRE—cont.																			
—	Blandford - -	-	No school in the Workhouse.																	
9 Aug. -	Bridport - -	Boys Girls	22 18	8 8	7 4	7 6	5 4	6 6	4 3	2 -	2 4	2 2	4 3	-	-	8 8	-	-		
12 „	Cerne Abbas -	Boys and Girls	22	17	3	2	5	13	9	8	5	5	-	-	-	-	-	-		
10 „ -	Dorchester - -	Boys and Girls	43	26	10	7	9	22	22	25	12	7	6	11	-	-	-	-		
1 Dec. -	Poole - - -	Boys and Girls	32	11	8	13	14	8	3	6	8	6	-	10	-	10	-	-		
12 April -	Shaftesbury -	Boys and Girls	38	9	11	18	12	12	9	9	4	6	-	-	-	-	-	-		
—	Sherborne - -	-	No school in the Workhouse.																	
10 April -	Sturminster New- ton.	Boys and Girls	39	28	9	2	16	18	15	6	15	8	-	-	-	-	-	-		
13 Dec. -	Wareham and Pur- beck.	Boys and Girls	54	20	16	18	23	19	17	13	10	10	8	15	9	9	-	-		
10 Aug. -	Weymouth - -	Boys Girls	18 12	5 6	5 2	8 4	7 2	11 -	4 4	3 3	- 1	3 -	1 -	3 -	-	-	-	-		
13 „ -	Wimborne and Cranborne.	Boys and Girls	35	12	10	13	12	9	9	10	5	4	2	12	-	-	-	-		
			397	175	99	123	124	153	117	85	86	66	28	51	25	19				
	GLOUCESTERSHIRE.																			
19 Nov. -	Bristol - - -	Boys Girls	135 102	103 45	16 21	16 36	28 13	59 38	59 -	16 57	28 -	32 -	27 -	-	-	-	-	-		
21 „ -	Clifton - - -	Boys Girls	59 71	31 30	24 18	4 23	34 41	17 30	20 18	18 10	13 12	9 12	15 6	59 71	24 6	6 6	-	-		
			367	209	79	79	116	144	97	101	53	53	48	130	30	12				
	OXFORDSHIRE.																			
24 Oct. -	Banbury - - -	Boys Girls	39 35	17 16	18 11	4 8	21 13	18 16	9 10	6 6	9 10	6 7	-	-	-	15 7	-	-		
2 May -	Bicester - - -	Boys Girls	16 34	8 13	4 9	4 12	3 8	13 14	7 13	2 6	7 5	5 7	-	-	-	-	-	-		

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	-	-	8	-	The boys' school is in a satisfactory condition; the girls' school has much fallen off in numbers, and the average age of the children has greatly diminished.
-	-	-	9	-	
-	2	-	11 B 11 G	-	This school continues in a satisfactory condition; the religious knowledge of the children is very creditable.
-	-	-	25 G	-	This school has much improved; boys and girls are now instructed by the schoolmaster.
-	-	-	32	-	<i>Vide</i> Report for 1851.
-	-	5	14	-	School in a fair condition.
4	-	-	21 G	-	I was not satisfied with the condition of this school; the mistress has since left.
-	-	-	10	-	<i>Vide</i> Report for 1851.
-	4	-	-	-	The boys' school continues in a very unsatisfactory state; the master is wholly incompetent. The girls' school has much fallen off in age and numbers.
-	-	-	12	-	
-	-	-	21 G	-	<i>Vide</i> Report for 1851.
14	7	13	216	-	
-	13	-	-	-	I can scarcely speak of the educational standard of these schools, which have but recently come under my inspection, and are now in process of reorganization.
-	-	12	102	-	
-	24	-	-	-	The girls' school has improved in many respects, and the demeanour of the children is more satisfactory. The infants' school has also improved.
-	-	-	71	-	
-	37	12	173	-	
-	5	-	18	-	In the boys' school there has been a change of master, but I found the school in a satisfactory condition. I was not satisfied with the girls' school; the children are very backward.
-	-	5	34	-	
9	-	-	-	-	Girls' school in a very fair state.
-	-	-	22	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1850. OXFORDSHIRE—cont.																
23 Oct. -	Chipping Norton -	Boys and Girls	28	12	6	16	20	8	8	9	6	-	-	-	-	-
21 „ -	Headington -	Boys and Girls	18	4	6	8	9	6	3	4	4	4	-	-	-	-
—	Henley -	Boys	35	15	13	7	16	19	8	5	9	11	10	10	4	-
		Girls	41	13	18	10	20	21	20	6	10	16	4	20	16	16
26 „ -	Oxford (City) -	Boys	48	25	13	10	17	11	16	7	3	18	-	-	-	-
		Girls	44	31	7	6	11	22	20	7	15	10	-	10	10	-
1 May -	Thame -	Boys	28	14	7	7	6	22	13	3	5	12	1	21	21	-
		Girls	35	22	8	5	5	22	17	2	8	6	7	17	17	-
22 Oct. -	Witney -	Boys	42	20	19	3	16	26	36	4	15	14	9	26	-	-
		Girls	28	16	11	4	14	15	16	3	11	-	-	16	-	-
25 „ -	Woodstock -	Boys	21	8	5	8	2	-	11	3	6	3	-	-	-	-
		Girls	20	4	9	7	6	7	4	3	3	2	-	-	-	-
			512	238	164	110	187	240	211	76	126	121	42	131	68	31
HAMPSHIRE.																
13 June -	Alresford -	Boys	18	4	7	7	4	4	4	7	-	1	-	-	-	-
		Girls	19	6	4	9	5	5	5	-	3	2	-	-	-	-
—	Alton -	-	Merged in district school at Aldershot.													
23 May -	Alverstoke -	Boys and Girls	21	18	3	-	3	18	8	2	7	12	-	-	-	-
18 June -	Andover -	Boys	50	17	14	19	12	23	10	5	10	7	2	-	-	-
		Girls	34	15	10	9	9	17	16	4	9	8	1	-	-	-
—	Ash -	-	No school in the Workhouse.													
28 March	Basingstoke -	Boys	49	36	-	13	11	38	38	11	18	-	20	38	20	38
		Girls	63	17	12	34	17	14	12	17	6	-	-	-	-	-
—	Catherington -	-	No school in the Workhouse.													
26 „ -	Christchurch -	Boys and Girls	20	17	3	-	3	18	7	3	6	6	5	17	17	7
12 June -	Droxford -	Boys	14	-	-	-	-	-	-	-	-	-	-	-	-	-
		Girls	20	13	-	21	-	13	-	4	4	-	-	-	-	-
22 May -	Fareham -	Boys	15	15	-	-	-	15	10	2	4	5	4	15	15	4
		Girls	25	11	10	4	3	15	11	4	10	-	-	-	-	-
—	Farnborough -	-	No school in the Workhouse.													
—	Fordingbridge -	-	No school in the Workhouse.													
—	Hartley-Wintney-	-	Merged in district school at Aldershot.													
April -	Havant -	Boys	14	2	8	4	3	9	2	3	5	2	-	-	-	-
		Girls	20	3	10	7	12	5	5	2	3	1	-	-	-	-

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
4	-	-	8 B 15 G	-	School improved, but not above the average standard.
-	-	-	12	-	School slightly improved, but instruction and intelligence very backward.
13	10	-	-	-	<i>Vide</i> Report for 1851.
-	-	8	40	-	
-	-	-	-	-	Girls' school excellent, both as to instruction and moral training.
-	-	8	30	-	
-	-	-	-	-	Boys' school much improved under an efficient master; the girls' school remains in a satisfactory condition.
-	-	-	27	-	
-	16	-	-	-	I was satisfied with neither school; the boys were the least inefficient.
-	-	-	33	-	
-	-	-	-	-	<i>Vide</i> Report for 1851.
-	-	-	12	-	
26	31	21	251	-	
-	-	-	-	-	Both are unsatisfactory schools the girls', perhaps, the less inefficient of the two.
-	-	5	7	-	
-	-	-	10	-	A very pleasing little school; no great extent of instruction, but sound religious and moral training.
-	10	-	-	-	Schools not above the average standard, the boys' slightly the superior.
-	-	-	32	-	
-	-	-	-	-	The boys' school maintains its former excellent standard; the girls' school is but moderately good.
-	-	-	54	-	
-	-	3	20	-	A very pleasing school, well managed by the present mistress.
-	-	-	-	-	Most unsatisfactory schools; the nominal teachers are uncertificated.
-	-	-	-	-	
-	4	-	-	11	The boys' school remains as at my previous visits; the girls' school has somewhat improved.
-	-	9	25	25	
6	1	-	-	-	Both schools, especially the girls', have much fallen off since my last visit.
-	-	4	17	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												Geography.	Grammar.	History.
				Reading.			Writing.			Arithmetic.								
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.					
1850.	HAMPSHIRE— <i>cont.</i>																	
5 April -	Headley - - -	-	No school in the Workhouse.															
—	Hursley - - -	-	No school in the Workhouse.															
4 June -	Kingsclere - -	Boys and Girls	42	12	19	11	13	12	12	11	-	9	3	-	-	-	-	
27 Mar. -	Lymington - -	Boys and Girls	26 26	11 10	13 9	2 7	12 15	14 11	11 9	6 15	7 4	8 -	3 -	11 9	11 9	11 9	-	
31 Oct. -	New Forest - -	Boys and Girls	29 31	16 13	11 13	2 5	11 6	12 9	22 10	- 1	8 12	8 9	- -	7 -	- -	- -	- -	
12 June -	Petersfield - -	Boys and Girls	13	6	3	4	1	6	4	1	4	-	-	-	-	-	-	
4 April -	Portsea Island -	Boys and Girls	94 114	51 43	26 41	17 30	38 40	46 24	68 44	31 22	14 23	19 19	8 -	57 -	25 -	25 -	-	
25 Mar. -	Ringwood - - -	Boys and Girls	30	12	7	11	9	9	6	6	5	-	-	-	-	-	-	
16 May -	Romsey - - -	Boys and Girls	14 15	9 8	4 4	1 3	5 4	8 8	6 7	4 1	4 7	- -	1 -	9 8	- -	- -	- -	
10 June -	Southampton -	Boys and Girls	37 29	14 14	17 6	6 9	12 -	16 18	- 16	- -	- 5	- -	- -	- -	- -	- -	- -	
18 Mar. -	South Stoneham -	Boys and Girls	31 25	15 11	10 9	6 5	8 6	21 5	10 1	4 3	14 1	9 -	1 -	15 -	15 -	- -	- -	
24 May -	Stockbridge - -	Boys and Girls	29	7	12	10	11	7	7	10	11	-	-	-	-	-	-	
17 June -	Whitchurch - -	Boys and Girls	20	19	-	1	-	19	19	2	10	1	6	19	19	19	19	
16 Oct. -	Wight, Isle of -	Boys and Girls	61 52	37 41	16 11	8 -	25 24	34 25	34 13	11 12	17 24	18 13	15 -	35 25	18 -	18 13	-	
14 June -	Winchester, New	Boys and Girls	31 16	18 9	6 3	7 4	8 7	15 5	7 3	5 2	- 4	14 3	8 -	9 -	9 -	9 -	-	
20 „ -	Aldershot, D. S. -	Boys and Girls	34 33	23 21	6 8	5 4	11 11	23 22	23 21	6 8	10 21	13 -	- -	25 -	- -	- -	- -	
			1214	594	335	285	359	503	481	225	290	187	77	299	158	153		
	SOMERSETSHIRE.																	
24 April -	Axbridge - - -	Boys and Girls	82 45	48 20	12 13	22 12	33 29	34 15	20 17	12 11	12 5	20 13	28 4	- -	- -	- -	- -	
25 June -	Bath - - -	Boys and Girls	89 53	66 31	11 19	12 3	26 34	43 18	66 36	26 13	18 20	24 28	- -	48 31	48 -	48 -	-	
25 April -	Bedminster - -	Boys and Girls	62 39	41 11	20 14	1 14	30 18	25 6	15 8	21 6	18 2	6 4	- -	6 11	6 -	8 -	-	

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	-	-	13 B 29 G	-	<i>Vide</i> Report for 1851.
14	3	-	-	-	The boys' school remains much in the same condition as heretofore; the girls' school has much improved.
6	11	-	-	-	<i>Vide</i> Report for 1851.
-	-	-	17	-	
-	-	-	6	-	A school of very young children, all very backward.
-	8	-	-	-	} <i>Vide</i> Report for 1851.
-	-	-	76	-	
6	-	3	7	-	
2	-	-	-	-	Fair schools; discipline good, religious instruction very good, and secular instruction fair.
-	-	-	11	-	
-	-	-	-	-	<i>Vide</i> Report for 1851.
-	-	3	12	-	
5	17	-	-	-	Schools moderately satisfactory; girls very backward.
-	-	5	20	-	
3	1	-	12	-	School below the average standard; the mistress is but slightly qualified.
6	-	-	7	-	A school of very young children, pleasingly conducted.
38	38	-	-	-	The boys are much improved in discipline: the infant-school very fair, and the girls' satisfactory.
-	-	16	49	-	
10	-	-	-	-	The boys' school continues in a good condition; I was not satisfied with the girls' school.
-	-	2	12	-	
34	-	24	-	-	The instruction of the children is, as yet, very elementary; the school having been but recently formed.
-	-	14	33	14	
130	93	88	491	50	
-	24	-	-	-	These schools remain much in the same condition as at previous visits: the schoolroom is inconvenient, and the supply of books, &c. insufficient.
-	-	-	29	-	
-	42	-	-	-	In the boys' school a frequent change of teachers has operated somewhat against its efficiency; the girls' school is excellently managed and instructed.
-	-	6	53	-	
-	24	-	12	-	Neither school above the average standard. The boys are not under good control.
-	-	4	38	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1850. SOMERSETSHIRE—cont.																
19 July -	Bridgwater - -	Boys Girls	49 67	17 13	10 25	22 29	20 34	29 15	10 10	12 11	13 6	- -	- -	- -	- -	- -
29 Nov. -	Chard - - -	Boys Girls	37 35	18 11	10 6	9 18	15 5	22 12	13 5	6 4	6 7	7 -	5 -	- -	- -	- -
16 Sept. -	Clutton - -	Boys Girls	23 31	8 12	7 5	8 14	6 7	13 11	8 7	3 -	1 7	4 -	- -	- -	- -	- -
-	Dulverton - -		No Workhouse.													
18 April -	Frome - - -	Boys Girls	51 44	21 16	17 12	13 16	22 16	17 12	21 12	8 7	9 5	11 6	10 -	12 -	- -	12 -
15 Nov. -	Keynsham - -	Boys Girls	26 28	12 12	13 2	1 14	4 2	21 13	12 7	5 -	5 10	12 1	- -	- -	- -	- -
18 July -	Langport - -	Boys and Girls	44	11	6	27	26	17	9	-	8	9	5	15	-	-
22 April -	Shepton Mallet -	Boys Girls	25 27	13 11	5 6	7 10	7 6	17 10	7 6	5 3	3 3	5 3	3 -	- 6	- -	- -
22 July -	Taunton - - -	Boys Girls	27 22	10 11	7 6	10 5	7 6	10 11	10 10	4 8	11 -	2 6	- -	10 6	10 6	10 6
27 Nov. -	Wellington - -	Boys Girls	27 45	10 16	10 13	7 16	8 18	12 11	- -	10 24	10 11	- -	- -	- -	- -	- -
23 April -	Wells - - -	Boys Girls	29 49	12 17	6 10	11 22	3 10	15 27	11 25	1 4	1 8	8 7	1 7	- 9	- -	- -
20 July -	Williton - - -	Boys and Girls	60	10	24	26	24	12	9	6	10	3	11	12	12	-
16 April -	Wincanton - -	Boys Girls	18 24	11 8	4 10	3 6	1 15	17 9	16 7	2 14	9 -	4 -	4 -	16 -	- -	- -
15 „ -	Yeovil - - -	Boys Girls	27 36	22 16	5 6	- 14	5 17	22 9	10 5	1 12	- 1	16 4	10 -	- -	- -	- -
			1221	535	314	372	454	505	392	239	219	203	88	182	82	84
WILTSHIRE.																
15 May -	Alderbury - -	Boys Girls	31 17	20 12	- -	11 5	13 5	18 12	18 10	2 -	7 5	4 7	10 -	13 10	10 9	- -
10 „ -	Amesbury - -	Boys Girls	25 16	8 -	4 4	13 12	- 2	11 8	4 4	3 2	4 4	2 -	- -	- -	- -	- -
10 Sept. -	Bradford - -	Boys Girls	33 36	17 10	8 11	8 15	8 6	17 17	17 8	- 6	8 16	12 10	5 -	17 11	17 11	17 11
7 May -	Calne - - -	Boys and Girls	49	13	18	18	22	27	11	17	14	5	3	13	-	10
18 Sept. -	Chippenham	Boys Girls	48 30	22 4	12 1	14 25	12 17	22 13	22 12	12 15	- 3	10 1	12 -	12 -	12 -	12 -

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
1	4	-	-	-	Average schools : discipline has improved since my last visit.
-	-	-	50	-	
21	2	-	-	-	The present teachers have scarcely been long enough to effect any sensible change. The boys are not wanting in knowledge.
-	-	-	17	-	
20	3	-	-	-	Indifferent schools; partly owing to the teachers, partly to other causes.
-	-	-	33	-	
-	17	-	-	-	Schools not above the average standard; the boys have somewhat fallen off since the change of teacher.
-	-	-	40	-	
21	-	-	-	-	<i>Vide</i> Report for 1851.
-	-	-	16	-	
-	-	-	19	-	The present teachers had not been long enough in office to effect any great improvement. I was better satisfied with the instruction of the girls than with that of the boys.
10	-	-	-	-	Schools not above the average standard; the boys had somewhat improved since my last visit.
-	-	-	22	-	
-	12	-	-	-	The boys' school improving; the girls' scarcely recovered from the disorganization of the previous year.
-	-	-	22	-	
-	3	-	-	-	These schools have remained so long either without teachers or with only provisional ones, that the backwardness of the children is scarcely to be wondered at.
-	-	7	34	-	
13	-	-	-	-	Very excellent schools, the girls' in particular. These teachers have taken the Exeter St. Thomas' schools.
-	-	-	38	-	
-	-	3	25	-	Fair schools; boys and girls instructed in the same room, by a master and mistress.
-	-	-	-	-	I cannot speak favourably of the boys' school.
-	-	-	21	-	
-	8	-	-	-	I was much pleased with both these schools; the schoolmaster has since been promoted to one of the penal schools.
-	-	-	25	-	
85	131	20	494	-	
-	3	-	-	-	Each school, although taught apart, is managed by the same teacher: the arrangement is not a good one; the mistress, however, is fairly successful.
-	-	5	16	-	
-	-	-	12	-	Two indifferent schools; the girls' much below the average: the mistress has since left.
-	-	-	10	-	
-	8	-	-	-	These schools have much improved since my last visit: the new buildings have only been recently occupied.
-	-	-	25	-	
-	7	-	8	-	Boys and girls are instructed by the schoolmaster: the school is in a satisfactory condition.
-	-	-	13	-	
-	-	-	-	-	The boys' school continues in a satisfactory condition; the present mistress had been too short a time at her post to have been able to effect any improvement.
-	-	-	32	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												Geography.	Grammar.	History.
				Reading.			Writing.			Arithmetic.								
				1	2	3	On Slate.	On Paper.	From Dictation.	Multiplication.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.					
1850.	WILTSHIRE—cont.																	
27 Sept. -	Cricklade and Wootton Bassett	Boys and Girls	38	25	12	1	-	25	25	-	14	7	2	10	10	1		
8 May -	Devizes " -	Boys Girls	35 45	14 12	9 11	12 22	18 9	17 12	17 18	- 8	10 10	7 10	6 -	- -	- -	-		
24 Sept. -	Highworth and Swindon " -	Boys Girls	49 68	25 40	14 10	10 18	24 48	25 20	25 20	14 12	14 10	9 35	2 5	25 20	13 20	13 20		
6 May -	Malmesbury " -	Boys Girls	44 42	26 20	7 9	11 13	11 9	26 20	26 20	- -	7 7	7 7	12 6	12 13	12 13	-		
13 Nov. -	Marlborough -	Boys and Girls	42	14	12	16	12	15	14	2	8	5	-	11	-	-		
14 „ -	Melksham " -	Boys Girls	23 24	14 9	6 9	3 6	8 15	15 9	11 8	1 2	8 7	7 2	4 -	14 -	- -	-		
17 April -	Mere " -	Boys and Girls	29	8	8	13	11	8	5	7	4	2	-	-	-	-		
9 May -	Pewsey " -	Boys and Girls	30	15	6	9	3	20	14	6	14	5	-	-	-	-		
5 Dec. -	Salisbury, City -	Boys only.	30	14	4	12	13	17	13	5	6	-	8	14	14	1		
11 April -	Tisbury " -	Boys and Girls	No teacher.															
23 Sept. -	Warminster -	Boys Girls	18 12	8 4	2 -	8 8	4 8	14 4	13 4	8 1	4 3	6 -	- -	8 -	8 -	-		
19 „ -	Westbury and Whorwelsdown	Boys Girls	27 No teacher.	19	7	1	13	13	18	1	3	6	13	-	-	-		
14 May -	Wilton " -	-	Attend National School.															
			841	373	184	284	291	405	357	124	190	166	88	203	149	10		

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
15	-	2	2	-	School in a satisfactory condition: a pupil-teacher might do well at this school.
8	5	-	22	-	I cannot speak highly of either of these schools: the girls' school had somewhat improved; the discipline in the boys' school was defective.
-	-	-	36	-	
23	-	-	-	-	Very excellent schools; the teachers have their heart in their work, and are proportionably successful. Pupil-teachers have been appointed.
-	-	-	62	-	
12	-	-	-	-	Very fair schools; the boys' slightly the superior: a pupil-teacher would be found useful.
-	-	-	31	-	
-	-	-	42	-	School improved somewhat since my last visit: the children are very young.
8	8	-	-	-	Schools in a satisfactory condition; the boys have greatly improved under the present teacher.
-	-	11	17	-	
1	1	1	6	-	This little school has been much injured by frequent changes of teacher, and the long intervals elapsing between the departure of one and the arrival of another.
-	-	-	5	-	School moderately satisfactory; the children are for the most part very young.
-	-	-	-	-	This school has not suffered by the change of teacher; it maintains its former standard.
5	-	-	-	-	Numbers much diminished, and the children very young: the schools are fairly managed.
-	-	-	4	-	
4	-	-	22	-	The boys' school is very fairly managed, and in good order: the girls have been for some time without a teacher.
78	32	19	375	-	

APPENDIX.

SIR,

Wells Union, February 24, 1850.

To write to you I have intended this last month, I mean to find out which way I am to turn. I am the boy William Jones by name, that came before you about two months ago, the 19th of December last, 1849, when you allowed me the five shillings to go to Bristol. I went about a week after. I stayed in Bristol four days, and finding no place of occupation, I resolved to go to the Intelligence Office, by which I subscribed one shilling, so, as I thought, I did not go to Bristol for amusement. I returned with a letter they gave me from the Intelligence Office, to say they would send for me as soon as possible; but finding no answer, I means to go to the Board again, which if possible, I hope I shall get relief this time, Sir. I am now in my 18th year of my age, and for this eleven years I have been an inmate in the Union, and for this four years past I have been seeking for a situation, but I find it of no use. I have been verry well educated the time I have been to school; I can read and write a good hand, as well as any of the boys; and why should I be kept in this place? If I stay here till they get me a situation, I shall be intirely ruined; I wish to state my case to you, because I should not have any noise. If I stayd to apply to Mr. Batler, I should not half told you the trouble I was in. If they get me place of farmer's service, I should be of no use to them, no more than a child four years of age. I can neither milk, plow, reap, nor sow, nor anything of that business. I went to Coseley about a fortnight ago, to Mr. Boyd, to get a situation; he ask me wether I could do anything of the plowing. I did not know anything about it, I could not tell him I did, as I had been brought up in the workhouse. Sir, to tell you the whole of my case, I am actually ashamed to see me here. If I stay here another twelvemonth, I shall be an object of oppression all the days of my life. If you cannot put me out or send me away, I should be very glad to get a respectable suit of cloths with a little money and a good character, and go intirely away out of the place. As the summer is before me, I think I have applied in good time. So to conclude and make an end of my writings, I hope I shall gain that reward, in hopes to reap the benefit in due time.

I remains, respectfully,

Your most obedient servant,

(Signed)

WILLIAM JONES.

General Report by Her Majesty's Inspector of Schools, JOSHUA RUDDOCK, Esq., on the Schools of Parochial Unions in the Southern District of England, comprising the Counties of Cornwall, Devon, Dorset, Hants, Oxford, Somerset, and Wilts, and portions of Berkshire and Buckinghamshire ;—for the year 1851.

MY LORDS,

January 1852.

FEWER material changes have characterized the past year than it has hitherto been my duty to recapitulate : from the 1st January to the 31st December 1851, 68 teachers have been changed within my district : viz.—

32 Masters ;

36 Mistresses ;

being a diminution of 12 upon the previous year.

72 teachers were examined or re-examined in pursuance of your Lordships' Minutes : of these re-examinations 10 only were voluntary, with a view to obtain a higher grade of certificate.

I am still of opinion that the plan adopted of fixing the salaries according to the average number of children in the schools has greatly tended to discourage teachers from presenting themselves for re-examination, inasmuch as in most instances no immediate pecuniary benefit can result from it.

In connexion with this subject I would further remark, that the principle upon which the plan seems to be based is erroneous ; in an ordinary out-door school, it is true that the zealous efforts of a well-trained and successful teacher will almost invariably be rewarded by an increase in his numbers : but in a workhouse school the effect is precisely the reverse ; there the more a teacher exerts himself, and the greater his success, the more surely will his school be emptied ; his pupils become more rapidly fit for service and sought after as servants, and when placed out they retain their situations more readily ; on the other hand, the new admissions are not influenced by the condition of the school ; none who really estimate education will pauperize themselves to obtain it for their children, and by this means alone can admission to the workhouse school be obtained ; the number of new children admitted is governed by the condition of the district.

It follows that a zealous teacher is successful to his own loss ; many instances of which have come under my knowledge, and I may add, that it is the better teachers of my district who have the most suffered by the plan adopted.

Another consequence of this system is, to place the interest of the teacher at variance with his duty ; irrespective of the

results before shown as regards good teachers, indifferent ones perceive that it is to their interest to keep children in school who ought to be reported as ill; or put down as having attended school such as may have been present at roll-call, but who afterwards have left on errands or to perform some sort of work. I had hoped by the introduction of School Attendance Registers to establish a check upon the actual attendance, but the present plan renders it injurious to the teacher to keep an exact account of irregular attendance.

Owing to the great decrease in the average number of children the infant school teachers have been discontinued in the Newton Abbott and Redruth Unions.

The following Unions have ceased to have separate schools for boys and girls, both being now instructed together:—

Melksham,
Wells,
Salisbury,
Headington,
Winslow,
St. Austell,
East Stonehouse.

In the three first named the children are instructed by a master, a sewing mistress being always present; the latter are conducted by schoolmistresses: the former arrangement I have invariably found to work very well, and those schools which have adopted it are among the most satisfactory of my district.

Independently of the advantage of having two persons charged with the domestic care and superintendence of the children, the schoolmaster is able to direct the out-door industrial training of the older boys without being trammelled with the charge of the younger ones, who are useless in that respect; these are left with the schoolmistress. It is also far easier to find a competent schoolmaster than a competent schoolmistress; at present, the majority of competent female teachers are, for the most part, too young to undertake the sole control and charge of boys as well as girls.

In the Liskeard Union an assistant teacher has been appointed, specially for the younger children.

The schools of the Truro Union, which were scattered among the three houses formerly in occupation, will shortly be held in the new workhouse.

A special industrial superintendent of field labour has been appointed at the Newton Abbot Union, who has charge of the boys, and instructs them in spade husbandry. This is the only Union which has as yet employed a person of this description solely for the boys; the result is sufficiently encouraging, as will appear from the Report of the Agricultural Committee

and the balance sheet given in the Appendix. Since the adoption of this system, 22 boys have been placed out to farm service, all of whom, as stated by the chairman of the Agricultural Committee, gave satisfaction to their employers by their handiness and capacity for labour.

The quantity of land cultivated is 7 acres, and the present number of boys so employed is 17.

Hours of work are,—

Summer	{	Morning, 7 to 12		Winter, {	Morning, 8 to 12
		Afternoon, 1 to 6			Afternoon, 1 to dusk.

In continuance of the plan adopted in my previous Reports, the annexed Table A, No. 1 (p. 114), exhibits the number of children borne upon the books of the Unions in each county on the day of my visit, according to their several classes. A, Nos. 2 (p. 115) & 3 (p. 116) are similar Tables for the years 1850 and 1849.

A comparison of the four years 1848, 1849, 1850, 1851 is instructive, as bearing upon the constitution of the schools,

In 1848 there were 11,987 children in the workhouse, of whom 8,288 were in school.

In 1849 there were 10,528 children in the workhouse, and 7,496 in school.

In 1850 there were 9,542 children in the workhouse, and 7,190 in the school.

In 1851 there were 8,678 children in the workhouse, and 6,617 in the school.

The decrease of 1849 as compared with 1848 is		1,459
"	" 1850	" " 1849 " 986
"	" 1851	" " 1850 " 864

Total decrease of the 3 years - 3,309

This decrease is apportioned as under :

	Boys.	Girls.	Infants.
1849 -	421 -	584 -	454
1850 -	368 -	527 -	91
1851 -	375 -	543 -	146
	<u>1,164</u>	<u>1,454</u>	<u>691</u>

from which it appears, that not only a greater per-centage of girls have left the workhouse, but even a greater absolute number : the cause of this is two-fold.

First, the labour of girls is available at an earlier age, and is more in demand than that of boys. At ten years of age a girl can take charge of infants, or assist in the ordinary domestic duties of a small house ; the cost of such servants consisting almost solely in their maintenance, since the fall in the price of provisions a greater number of persons have sought to engage them.

A. No. 1, 1851.

Number of Unions or Incorporations.	Number of Unions included in the return.	COUNTIES.	Number of children on Workhouse books.								Total number of inmates in each work- house.	Proportion per cent. of children to total number.	Number of children receiving instruction.				Not in School.		Name of Union in each county where the Chil- dren bear the highest and lowest proportion per cent. to whole number of inmates.	
			Boys.		Girls.		Infants.	Total.	Boys.	Girls.			Infants.	Total.	Infants under 2 years.	Others	Highest.	Lowest.		
12	10	Berks -	131	197	152	178	60	718	1,396	51.5	289	278	-	567	60	91	Wantage, 59	Windsor, 40		
3	3	Bucks -	34	65	18	56	14	187	400	47.0	78	71	-	149	14	24	Buck- ham, 57	Winslow, 36		
53	10	Cornwall	142	103	170	97	86	598	1,317	46.4	210	231	24	465	86	47	Liskeard, 60	Helstone, 31		
20	17	Devon -	330	381	240	220	136	1,307	2,586	50.6	624	380	-	1,004	136	167	Axminster, 62	Exeter, City, 26		
12	10	Dorset -	113	118	93	109	50	483	980	49.3	196	169	-	365	50	68	Shaftsbury, 68	Weymouth, 37		
2	2	Gloucester	84	214	97	164	24	583	1,322	44.1	154	157	92	403	24	156				
29	20	Hants -	302	340	283	308	131	1,364	3,412	40.0	546	503	-	1,049	130	185	Ringwood, and Stock- bridge, 60	Alverstoke, 21		
9	9	Oxford -	146	187	125	150	70	678	1,404	48.3	270	247	-	526	70	82	Bicester, 67	Chipping, Norton, 87		
17	16	Somerset	366	456	289	323	191	1,625	3,995	40.7	666	478	58	1,202	191	232	Chard, 63	Bath, 44		
18	17	Wilts -	296	291	216	217	115	1,135	2,032	55.9	517	370	-	887	115	133	Highworth and Swin- don, 71	Tisbury, 35		
135	114	Total -	1,944	2,352	1,683	1,822	877	8,678	18,844	46.0	3,559	2,884	174	6,617	876	1,185				

A. No. 2, 1850.

Number of Incorporations.	Number of Unions included in the return.	COUNTIES.	Number of children on Workhouse books.						Total number of inmates in each work- house.	Propor- tion per cent. of chil- dren to total number.	Number of children receiving instruction.				Not in school.		Name of Union in each county where the chil- dren bear the highest and lowest proportion per cent. to whole number of inmates.		
			Boys.		Girls.		In- fants.	Total.			Boys.	Girls.	In- fants.	Total.	Infants under 2 years.	Others	Highest.	Lowest.	
			2 to 9.	9 to 16.	2 to 9.	9 to 16.	Under 2.												
12	10	Berks -	237	158	223	182	75	875	1,742	50	349	324	-	673	74	128	Easthamp- stead, 60	Windsor, 40	
3	3	Bucks -	32	69	28	61	20	210	443	47	98	82	-	180	20	10	Bucking- ham, 50.	Wycombe, 45	
13	8	Cornwall	148	100	133	80	92	553	1,555	48	207	160	66	433	92	28	St. Columb, 62	Penzance, 36	
20	17	Devon -	348	435	239	237	177	1,436	2,746	52	643	391	24	1,058	171	207	Axminster and Barn- staple, 65	Exeter, 32	
12	10	Dorset -	114	142	106	131	63	556	1,117	50	219	197	-	416	58	82	Sturmin- ster, 60	Weymouth, 36	
2	2	Gloucester	76	232	76	174	56	614	1,290	48	194	173	130	497	56	61	Bristol, 52	Clifton, 42	
29	21	Hants -	341	430	321	364	137	1,593	3,712	43	615	521	47	1,183	137	273	Ringwood, 65	Alverstoke, 20	
9	9	Oxford -	131	205	117	180	77	710	1,393	51	270	262	21	553	77	80	Bicester, 76	Chipping, Norton, 39	
17	16	Somerset	364	493	328	395	188	1,768	3,423	51	680	542	61	1,283	188	297	Bridgwater, 65	Bath, 42	
18	18	Wilts -	290	326	237	286	138	1,227	2,305	53	527	387	-	914	128	180	Highworth and Swin- don, 72	Melksham, 36	
135	114	Total -	2,081	2,590	1,808	2,040	1,023	9,542	19,726	48·5	3,802	3,039	349	7,100	1,001	1,346			

A. No. 3, 1849.

Number of Unions or Incorporations	Number of Unions included in the return.	COUNTIES.	Number of children on workhouse books.								Total number of inmates in each work-house.	Proportion per cent. of children to total number	Number of children receiving instruction.				Not in school.		Name of Union in each county where the children bear the highest and lowest proportion per cent. to whole number of inmates.
			Boys.		Girls.		In-fants.		Total.	Boys.			Girls.	In-fants.	Total.	Infants under 2 years.	Others		
			2 to 9.	9 to 16.	2 to 9.	9 to 16.	Under 2.												
12	10	Berks -	150	217	170	184	63	784			270	279	-	549		235			
3	3	Bucks -	39	73	29	54	11	206			105	73	-	178		28			
13	8	Cornwall	210	175	205	201	124	915			319	330	41	690		225			
20	17	Devon -	381	476	315	267	191	1,680			659	425	49	1,433		497			
12	10	Dorset -	139	147	136	147	79	648			232	237	-	469		179			
2	2	Gloucester	102	156	114	141	63	576			189	177	85	451		125			
29	21	Hants -	350	454	335	385	166	1,690			612	550	48	1,210		480			
9	9	Oxford -	119	226	131	200	78	754			285	274	21	580		174			
17	16	Somerset	443	576	384	469	229	2,101			682	586	60	1,328		773			
18	18	Wilts -	267	339	231	277	110	1,224			492	416	-	908		316			
135	114	Total -	2,200	2,839	2,050	2,325	1,114	10,528			3,845	3,347	304	7,496		3,032			

In the second place, although the workhouse is but an indifferent medium for moral and educational influences, yet it offers many facilities for training girls in industrial pursuits, such as sewing, knitting, house-cleaning, nursing, &c.: the children, therefore, when placed out to service are generally found capable of discharging the duties required of them; and, in this respect at least, receive a better education than the children of the independent labourer.

Boys' labour, on the other hand, is not so much in request; and even when employed in the open seasons of the year, they are often returned to the workhouse in the winter; neither are they so well fitted for their future pursuits as the girls, as stated in former reports; their industrial training consists principally in tailoring and shoemaking, and odd jobs about the house. From the foregoing Table B. it appears, that of the 2,352 children over 9 years of age, only 715 are employed in so-called field labour, which for the most part is nothing more than weeding or picking up stones, setting potatoes, beans, &c.

It is obvious that children so trained are comparatively useless for agricultural service, and that their whole industrial education has to be acquired after they have left the establishment which ought to provide it for them.

In Table B. the proficiency of the children in reading is indicated by the figures 1, 2, and 3.

1. Those who can read fluently, and without spelling, either in the Scriptures or the Third Reading Book of the Irish Education Commissioners.

2. Such as read imperfectly.

3. Those who are in letters or monosyllables only.

The children of the latter division (1,714 in number or $\frac{1}{4}$ of the whole) are chiefly infants under seven years of age, who would be far better instructed upon the infant school system; there are, however, but four infant schools in my district, viz., at the Isle of Wight, Witney, Bristol, and Clifton. The excessive sub-division of the children by their dissemination in the Unions is the main obstacle in the way of the establishment of infant schools: such schools are successful in direct ratio to their numbers, provided a competent trained teacher is employed: in the majority of the Unions the average number of children at present in the schools, who would be better fitted for an infant school, does not exceed 15, which number would be increased to 20 or 25, by the drafting in, if an infant school were in existence, of such who are now retained in the nursery; but even this latter number offers no scope for the due development of the infant school system, so that as long as the district school proposal remains a dead letter, it is useless to expect any amelioration as regards this class of children. I look upon this inability to begin the train-

ing of pauper children at an early age as a very serious evil; during their sojourn in the nursery, tended as they are by pauper women, bad habits are acquired which are with difficulty eradicated; grave and repeated have been the complaints made to me by teachers of the unruliness, and even bad language, of these very young ones when sent down to the school—when sent to the school in the day-time; in many instance they still remain with the adult females during the night and non-school house, becoming thereby contaminated before they receive instruction for good. Their presence in the juvenile school-room is also a source of annoyance to the teacher and of confusion to the school; the elder girls are obliged to watch them and keep them quiet instead of attending to their school-duties, and the schoolmistress at last is obliged to connive at disorder and disobedience which she has no power or mechanical facilities to control.

A comparison of Table B. with the similar Table of the previous year shows a gratifying improvement in the condition of workhouse education; not only is there a relative, but even an absolute increase in the number of children who can read fluently, write on paper, and from dictation, and are receiving instruction in the higher rules of arithmetic. This progress is coupled with a greater amount of general intelligence, and generally speaking, with better religious instruction. This result is mainly to be attributed to the effect your Lordships' measures have had in raising the status, increasing the emolument, and elevating the standard of acquirement, of workhouse teachers: the office is now less readily taken as a stepping-stone to something else (this in fact would be impracticable on account of the yearly examinations), but for its own sake, and if the system of fixing the salaries according to the average number of children in the schools were abandoned, I should not despair that ultimately an efficient body of teachers might be found engaged in the work of pauper education.

One great means of contributing to this desirable result would be the more general development of the pupil-teacher system in workhouses. I will endeavour to point out,

1st. The reasons which induce me to wish for their employment;

2nd. The causes which have hitherto very greatly impeded their appointment.

1st. In most workhouse schools, however small their average number, the children are generally divisible into two distinct classes, for whom different methods of management and instruction are almost indispensable; viz., the children over, say 7 years of age, and those under that age; the children of the

former divisions are susceptible of class or simultaneous instruction, and are, moreover, of an age to be trained in industrial pursuits; the children of the latter division do not make adequate progress when instructed simultaneously, and require almost individual attention, neither are they usefully to be employed in labour. In practice the elder children *only* receive the personal instruction of the teacher, and the younger ones are abandoned to monitors more or less incompetent; the consequence is, that these children learn little or nothing until by increasing age they come naturally into the superior division. If in each school pupil-teachers were appointed, they would soon be competent to take the elder division during a portion of the day, and thus liberate the teacher for the instruction of the junior classes, the education of which requires even greater care and intelligence than that of the elder children.

In these schools also another important point would be gained, by rendering it possible for the schoolmaster to superintend and direct the out-door industrial employment of the elder boys during some portion of each day, without incurring the responsibility of leaving the junior section of the school either without superintendence, or under the charge of a pauper, as is now frequently the case. In girls' schools the assistance of a pupil-teacher would enable the mistress to control more effectually than is now possible those children who may be employed industrially out of the precincts of the school-room.

These pupil-teachers would necessarily be trained in all the usual routine of a workhouse school, which differs widely from that of an ordinary day school; they would have practical experience of the common defects of workhouse children, and be acquainted with the best methods of combating those defects; the annual examinations prescribed by your Lordships afford a certain test of their intellectual progress and efficiency, and the certificates which accompany your Inspectors' Report on these examinations offer a safe guarantee of their moral and religious fitness for the office of schoolmaster hereafter.

In this way we might hope to train up an adequate number of competent teachers fitted for their special duties, thoroughly conversant with the nature of their functions, and from habit and experience not disposed to feel the confinement and subordination of a workhouse, as irksome as it is invariably found to be by teachers who have been trained without the walls.

The necessity of some special training of this description is most strongly felt as regards female teachers; nothing is more rare than to find a schoolmistress who combines in an equal degree the necessary *intellectual and industrial* capacity, and who at the same time is willing to submit to the un-

avoidable confinement and proper subordination of her position as teacher.

The causes which have hitherto prevented the more frequent appointment of pupil-teachers in workhouse schools are threefold:—

1st. The condition imposed by your Lordships that to justify the appointment of a pupil-teacher in any school, the number of children in average attendance at that school shall not be less than forty.

2nd. The indisposition felt by some Boards of Guardians to solicit the appointment of pupil teachers partly on the score of expense, partly from the fact of the selection being confined to the children in the school.

3rd. The difficulty which sometimes arises in finding in the same school a teacher competent to instruct, and a candidate competent to be appointed.

In fixing the limit at forty I must assume that it was considered that it was within the ability of a single teacher to manage and instruct that or any less number, and consequently that there would not be adequate employment for the pupil-teacher. This consideration may be perfectly correct as regards an ordinary day-school, where the teacher's labour does not extend beyond six or seven hours a day, and is confined solely to the instruction of his scholars; but in a workhouse-school the case is far different; there the teacher has the children continually at his charge, and at no hour of the day can his labour properly be said to end; his duties are so multifarious that some of the better teachers have often said to me that they looked upon the hours of school as positive relaxation. If it were only to afford help, which could be depended upon during the non-school hours, the appointment of pupil-teachers would be a great boon, while from the dual nature before alluded to of the instruction required, there would be ample scope for practice to the pupil-teacher in any school. If it be borne in mind that the qualities requisite to form a good workhouse teacher are not comprised in the sole capacity to teach (and the remark will hold good for district schools also), but, among other points, consist in a knowledge of the peculiar habits and idiosyncrasy of pauper children,—in the power to influence without harshness and to rule without severity (a power which is only to be acquired by experience of the class of children with which they have to deal),—in an acquaintance with, and a willingness to carry out the minutest details of domestic employment,—it will be evident that the pupil-teacher trained in the workhouse, and therefore accustomed for five years to all its phases, is more likely to possess these qualities than the majority of teachers trained elsewhere. The expediency of training future schoolmistresses in a know-

ledge of the domestic duties incumbent upon them is so important, and the dearth of competent female teachers so great, that there is scarcely a girls school in my district where, if the teacher possessed a certificate of competency, I would not gladly see a pupil-teacher appointed.

2nd. The indisposition felt by the Guardians to solicit the appointment of pupil-teachers might be removed by appropriating a small portion of the stipend now reserved for them at the end of each year in aid of their clothing and books. The expense of their food I have not found objected to, the services they render being considered a fair equivalent. The latter part of this objection and the third stated, namely, the difficulty of finding at all times competent teachers and candidates in the same school, would be met by adopting the suggestion made to me by the chairman of a large Union in Devonshire, namely, that the appointment of pupil-teachers should be open not only to the children of the workhouse school, but to the children of all the inspected schools in the Union ; of course, if an out-door child were selected, it would be subjected to the same regulations and restraints that govern the present pupil-teachers, and no relaxation of these regulations need or even ought to take place on that account. I would further suggest that in such cases, where the Union did not furnish a competent candidate, the Guardians might be permitted, if they so wished it, to take a child from another workhouse.

In this way, and within a few years, we might reasonably hope to train up an efficient body of teachers and assistant teachers (particularly schoolmistresses) specially fitted for their peculiar and laborious duties.

The actual number of pupil-teachers at present engaged in my district is nineteen.

	Boys.	Girls.
Christchurch - - -	0	1
Portsea Island - - -	1	2
Isle of Wight - - -	1	0
Exeter, City - - -	1	1
Exeter, St. Thomas - -	1	0
Bath - - -	2	1
Highworth and Swindon -	1	2
Chippenham - - -	1	0
Clifton - - -	1	2
Bristol - - -	1	0
	10	9

The pupil-teacher (Henry Cox) in the boys' school of the Basingstoke Union was, early in last year, transferred to the Portsea Island Union, and in December last was successful in obtaining an exhibition of 30*l.* at Kneller Hall.

The girl pupil-teacher in the Isle of Wight Union has at the

close of her third year, with your Lordships' sanction, entered the Home and Colonial Training School.

The pupil-teacher in the Windsor Union has also obtained an exhibition at Kneller Hall.

The boy sanctioned by your Lordships as pupil-teacher in the Bradford Union (Wilts) has been obliged to give up his appointment on account of ill health.

In all respects the experiment of appointing pupil-teachers in workhouse schools has been a successful one, not only as regards the conduct and intellectual progress of the children themselves, but in its reflex effect upon the schools and teachers. In the schools I have remarked greater emulation and vivacity among the children, a more satisfactory condition of the junior classes, more complete accuracy in all that was being done, and greater method and intelligence in the routine of management. The teachers themselves, in most instances, forced to study for the purpose of instructing their pupil-teachers, have been led thereby to study and reading for its own sake; their stock of knowledge has increased, their ideas have expanded, and they begin to see in the education of their children something beyond the mere capacity of earning their daily bread. Even among the superior teachers this is usually a quality so rare that an experiment which results in producing it must be pronounced successful. As regards the pupil-teachers, my greatest anxiety at the outset of their employment was as to what might be their conduct in the difficult medium of a workhouse, where they ceased to be children. This anxiety has been completely relieved by the excellent character which all have received from those in a position to know best, and to speak with most authority in answer to my inquiries. In no one instance has there been any reluctance evinced by the Guardians, chaplain, or teacher to sign the annual certificates of good conduct required by your Lordships' regulations. I have in addition always requested the governor of the workhouse to give me his testimony as to their character, and have invariably received a favourable report from that officer.

In concluding my last Report, I had expressed a hope that I should be able to give your Lordships a detailed account of the annual expenses, and the general management of one, at least, of the district schools already formed within my district. I regret that various circumstances render it impossible to fulfil this expectation at present. The district formed of the Reading and Wokingham Unions has its schools in the old workhouse of the Wokingham Union at Wargrave. This building being held on a temporary tenure only, the managers have felt great reluctance to incur expenses which might render it suitable for its present purpose. No definite system of training has been adopted, and it was not until the latest

period of the year that land sufficient was rented to give full development to the out-door labour. In the girls' school there has been a succession of incompetent teachers, and the instruction of the children is at the lowest point. The boys' school is somewhat better in this respect, but I have grave doubts whether the material discipline or moral training of either sex is as efficient as it should be in an establishment of this nature.

In the district school formed of the Farnham, Hartley Wintney, and Alton Unions, circumstances have been adverse this year to any regular system. New buildings being in course of erection, and the old ones being under alteration during a considerable space of time, much interruption has taken place in the instruction of the children both in and out of school. In this establishment, however, so much interest is taken both by the managers at large, and by the chairman in particular, in the well-doing of the children, that I doubt not that this year everything will be brought upon an efficient footing. I therefore postpone any notice of the routine and character of this school to a future opportunity.

I regret not to have it in my power to report that any fresh combination of Unions for educational purposes has taken place. Although many of the evils of workhouse education detailed in the earlier Reports of my colleagues and of myself have been mitigated, yet they still exist to some extent in all workhouses, and in a very few exist unchanged. Two causes combine to prevent the more general extension of the system: the first, ignorance of its utility and misapprehension as to its object; the second, a dread of the supposed cost of the first outlay. The first cause can hardly, I think, be removed by individual exertion; but should the attention of Parliament be directed to the whole question of education, this subject might form one branch of the inquiry; and by this means not only would many prejudices be dispelled, many misapprehensions be removed, but the serious attention of many persons whose local influence could powerfully aid in its adoption would be called to a proposal which, more directly than any other, is likely to have effect upon pauperism in this country.

The second retarding cause was alluded to in my previous Report. I have not seen any reason to alter the opinion then expressed, that some assistance should be given out of the general taxation of the country towards the first outlay occasioned by the formation of district schools.

The primary principle of the Poor Laws, since the law of Queen Elizabeth, seems to have been the relief of *present* destitution out of the proceeds of rates raised from *present* occupiers. It is therefore not in accordance with this principle to impose upon those occupiers the whole cost of a system which is

intended in part to prevent future destitution. In so far as the children who would be maintained in the district schools are actually chargeable, it is right that their present maintenance should be defrayed from the rates; but as the object of erecting separate school buildings for them is to prevent their becoming chargeable hereafter, it would appear more consonant with justice that the State should relieve the ratepayers of a portion, at least, of the expense incurred in providing them. I say a portion only, because immediate benefit would accrue to the different Unions from the cheaper rate at which the children might be maintained in the district school, in consequence of their labour being available profitably towards their own maintenance.

The experience of each year impresses only more strongly upon me the necessity of the legislature interfering more directly and actively in promoting the establishment of central pauper industrial schools. It is needless to recapitulate the innumerable evils to which the children who may be fortuitously reduced to the condition of pauperism are exposed in the workhouses, evils more of omission than commission, but which nevertheless have a lasting and baneful effect upon their after character and conduct. Some portion of this evil influence is in abeyance at the present time, owing to the unprecedentedly small number of in-door poor; but if times of hardship and of pressure were to come again, as we must, according to the experience of the past, calculate they will come, we should see the same evils arise, and, under existing circumstances, be powerless to prevent them.

Intercommunication with the adult paupers may be checked, but it cannot be entirely prevented. Some species of industrial employment may be attempted, but, except in rare instances, it can be neither continuous nor that which is most adapted for the after career of the children. Better instruction may be given for a time, but the irksomeness of a workhouse life will lead surely and speedily each good teacher to seek some other employment, leaving only the inferior ones stationary; and lastly, a pauperized feeling, and an impression that the workhouse is a home, will still continue to be generated in the minds of a number of children equal in the aggregate to one half of the whole number of in-door poor.

I have the honor to be, &c.

JOSHUA RUDDOCK.

*To the Right Honorable the Lords of the
Committee of Council on Education.*

APPENDIX.

NEWTON ABBOT UNION.

Report of the Agricultural Committee for the year ending Christmas 1851.

YOUR Committee beg leave to submit a Debtor and Creditor Account of their agricultural proceedings of the past year, which has been prepared with much care and attention. To prevent any injustice to the house, or undue swelling of the profits of the undertaking, they have estimated the produce at the lowest marketable value.

Your Committee beg to call the attention of the Board to two items on the debtor side of this account. First, to the salary of the Superintendent, amounting to 27*l.* 13*s.* 10*d.*, which they have reason to hope will be defrayed by the Committee of Council on Education. Secondly, to an outlay of 9*l.* 1*s.* 5½*d.* for the purchase of tools; an expense which must necessarily be much reduced in succeeding years. These two items, amounting to 36*l.* 15*s.* 3½*d.*, added to the surplus balance of 52*l.* 2*s.* 3¼*d.* will leave the profits 88*l.* 17*s.* 6¾*d.*, minus a small charge for wear and tear of tools.

By the statement of account current of the piggery, the trifling loss of 14*s.* 3½*d.* is shown to have been sustained. This result is not surprising, when the low price of pork compared with barley is taken into consideration.

Your Committee beg to subjoin a statement of the aggregate amount of each crop grown on the seven acres occupied by the Guardians, and mainly cultivated by the boys in the school, by spade labour only.

Potatoes, 3,159 score 12 lbs., or 31 tons 11 cwt. 92 lbs. (These potatoes were grown on 3 acres 12 perches.)

Barley, 111 bushels on 1¾ acres.

Carrots, 12 cwt. 1 qr. 7 lbs.

White turnips, 41 cwt. 3 qrs. 7 lbs.

Parsnips, 62 cwt. 2 qrs.

Swedes, 6 tons.

2,859 Flat Pole and Paignton cabbages.

2,340 lbs. of leeks.

2,180 lbs. of onions.

120 lbs. of herbs.

110 lbs. of celery.

173 lbs. of French beans.

16 pecks of peas.

N.B. From 1,500 to 2,000 heads of winter greens, in the course of consumption, are not included.

Your Committee, having now presented to the Board a faithful account of their first year's operations, beg to offer their hearty congratulations on the complete realization of the results predicted twelve months ago; not so much as regards the pecuniary consideration as the beneficial influence it has had in training the boys to industrial habits, and preparing them to become good and respectable farm servants; essentials eminently calculated, when combined with a useful and religious education, to render them honest and independent members of society for the remainder of their lives.

The advantages of industrial training have been sensibly felt in the house for many months, in the readiness with which farmers now take the boys, as compared with former periods. Twenty-two boys, between the ages of seven and fifteen, have been sent to good agricultural situations within the last eight months, and of this number, one only (an imbecile youth) has returned to the house. The master's book shows a diminution in this class of paupers of twenty-six, as compared with the corresponding period of 1850.

The advantages of this species of remunerative employment have been no less apparent as regards the adult inmates, who, having been engaged all their lives in agricultural pursuits, find in the field familiar labour, which, being brought into action under a vigilant supervision, has considerably tended to increase the profits, besides proving the best of all tests of destitution.

Your Committee are strongly impressed with the belief, that under an improved division of labour (which in the early stage of a new undertaking must necessarily be defective) an improvement on the present balance will be exhibited next year, and the boys become more conversant with the rudiments of agricultural knowledge.

(Signed) W. H. STORY,
Chairman.

31 December 1851.

FIELDS.—*Agricultural Account for*

PAYMENTS.		£	s.	d.	£	s.	d.	
1851.—Christmas.								
To rent, new field, from Michaelmas 1850 to Michaelmas 1851		18	0	0				
Ditto, old field, from Christmas 1850 to Michaelmas 1851		13	7	4				
Taxes, rates, and tithe rentcharge		5	19	9				
Wages of superintendent to Michaelmas		20	3	10				
					57	10	11	
Allowance for value of crops in the garden at Christmas 1850		10	0	0				
Twenty-five bags seed potatoes from old field, at 4s. 6d.		5	12	6				
Five bags ditto from Mr. Beazley, at 5s.		1	5	0				
Five bushels seed barley from Mr. Symons, at 3s. 3d.		0	16	3				
Seeds and plants purchased by the master		1	17	7				
					19	11	4	
Twenty hogsheads of lime and drawing		-	-	-	4	8	0	
Two dozen and half of spades purchased		3	13	7½				
Six barrows purchased		4	10	0				
Three reaping-hooks, 7s. 6d.; three Norway stones, 6d.		0	8	0				
Two hay rakes		0	1	6				
Draining tiles		0	8	4				
					9	1	5½	
Hire of horse and cart for harvesting barley		1	0	0				
Cider for men for harvesting barley		0	5	2				
Reed, &c. for binding barley, 4s.; thatching, 3s.		0	7	0				
Threshing 55½ bags of barley, at 6d.		1	7	9				
					2	19	11	
LIABILITIES UNPAID.								
Rent of fields from Michaelmas to Christmas		9	0	0				
Wages of superintendent from Michaelmas to Christmas		7	10	0				
One poor rate, 14s. 6d.; highway rate, 14s. 6d.		1	9	0				
					17	19	0	
To Piggery for manure		-	-	-	111	10	7½	
Profit		-	-	-	3	10	0	
					52	2	3½	
					£	167	2	10½

PIGGERIES.—*Agricultural Account for*

PAYMENTS.					£	s.	d.	£	s.	d.	
1851.—Christmas.											
To Purchase of 15 pigs, and ringing ditto - - -					12	5	0				
Ditto pollard, bran, and barley meal - - -					9	1	1½				
Ditto grains, by the master - - -					4	3	3				
Ditto six bags of potatoes, from Mr. Heyward, at 2s. 6d.					0	15	0				
Field Account :—								26	4	4	
Potatoes, Midsr. to Michs. 59 score 15 lb. at 3d. -					0	14	11				
Ditto, Michaelmas to Christmas, 63 bags at 2s. -					6	6	0				
Straw, 142-10 seams, at 2s. 6d. - - -					1	15	6				
Barley, 36 bags, at 6s. 6d. - - -					11	14	0				
								20	10	5	
								£	46	14	9

the Year ending Christmas 1851.

By vegetables consumed by the inmates, Christmas 1850, to Christmas 1851:			£	s.	d.	£	s.	d.
Cabbages, No. 2,839, average price	1d.	- -	11	16	7½			
Leeks, 61 score 6½ lb.	"	1s. 4¾d. score	4	5	1			
Onions, 109 score 5 lb.	"	1s. 2d.	6	5	10½			
Carrots, 12 cwt. 1 qr. 7 lb.	"	2s. 4d. cwt.	1	8	7½			
Turnips, 41 cwt. 3 qrs. 2 lb.	"	1s. 10d.	3	16	2			
Parsnips, 23 cwt. 3 qrs. 20 lb.	"	3s. 11d.	4	14	0			
Herbs, 6 score	"	1s. 8d. score	0	10	0			
Celery, 5 score 10 lb.	"	1s. 8d.	0	9	2			
Peas, 16 pecks	"	6d. peck	0	8	0			
Scarlet runners, 173 lb.	"	1s. score	0	8	7			
Potatoes consumed by inmates:						34	2	1½
Lady-day to Midsummer, 10 score 17 lb. at 7½d.			0	6	9¾			
Midsummer to Michaelmas, 59 bags, 3 score, at 3s. 6d.			10	8	0			
Michaelmas to Christmas, 91 bags, 6 score, at 5s. 4d.			24	9	10			
Straw supplied for bedding, 172-10 seams, at 2s. 6d.			-	-	-	35	4	7¾
Supplied to piggery:						2	3	0
Small potatoes, Midsummer to Michaelmas, 59 score 15 lb. at 3d.			0	14	11			
Ditto, Michaelmas to Christmas, 63 bags, at 2s.			6	6	0			
Straw, 142-10 seams, at 2s. 6d.			1	15	6			
Barley, 36 bags, at 6s. 6d.			11	14	0			
Balance for crops growing or in store.	£	s. d.				20	10	5
In store: Potatoes, large 156 bags, at 5s. 4d.	41	12 0				92	0	2¼
" Ditto, seed, 30 bags, at 5s. 4d.	8	0 0						
" Ditto, small, 41 bags, at 2s. 8d.	5	9 4						
Barley, 19½ bags, at 6s. 9d.	-	- -	55	1	4			
Leeks, 56 score, at 1s.	-	- -	6	11	7½			
Parsnips, 39½ cwt. at 2s. 6d.	-	- -	7	14	9			
Growing: Cabbages, and winter greens	-	2 10 0						
" Swedes, 6 tons, at 10s.	-	3 0 0						
" Celery	-	0 5 0						
			5	15	0			
						75	2	8½
						£167	2	10¾
Memorandum—61-10 seams of straw, used to cover potatoes in caves						0	15	3

for the Year ending Christmas 1851.

1851.—Christmas.	£	s.	d.	£	s.	d.
By Produce of 4 pigs killed, gross weight, 52 score 17 lb. at 6s. 6d.	17	3	6			
Balance for pigs in store, 10 pigs, weighing 78 score, at 6s. 6d.	25	7	0			
Field account for manure				42	10	6
Loss				3	10	0
				0	14	3½
				£46	14	9½

TABULATED REPORTS by Her Majesty's Inspector of Schools, J. RUDDOCK,
Districts of England,

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.													
				Reading.			Writing.			Arithmetic.					Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.				
1851.	BERKSHIRE.																
5 June -	Abingdon	Boys Girls	21 34	8 22	11 8	2 4	8 20	13 14	10 28	7 12	4 12	5 10	3 -	10 22	10 22	-	-
8 Sept. -	Bradfield	Boys Girls	30 27	16 19	5 6	9 2	1 6	27 19	25 19	4 2	5 5	15 6	1 -	-	-	-	-
1 Oct. -	Cookham	Boys Girls	27 24	9 11	12 3	6 10	7 6	16 8	10 6	3 6	4 3	7 2	5 -	-	-	-	-
18 Feb. -	Easthampstead	Boys and Girls	26	19	5	2	5	15	15	1	-	13	2	-	-	-	-
6 June -	Farringdon	Boys Girls	52 30	15 13	16 10	21 7	27 12	25 18	15 -	- 10	16 3	15 -	10 -	15 -	15 -	15 -	15 -
10 Sept. -	Hungerford	Boys Girls	19 28	12 11	7 6	- 11	9 13	12 13	10 11	3 8	6 14	9 2	1 -	10 10	-	-	-
9 „ -	Newbury	Boys Girls	32 43	19 22	5 16	8 5	5 16	19 22	19 22	6 16	7 22	7 5	7 -	11 22	-	-	-
—	Reading	-	-	Merged in Wargrave district school.													
11 „ -	Wallingford	Boys Girls	22 30	11 7	7 7	4 16	14 4	11 7	6 -	10 7	9 3	3 -	-	11 -	-	-	6 -
2 Oct. -	Wantage	Boys Girls	22 24	14 12	3 3	5 9	7 6	10 9	10 12	14 16	3 5	8 7	5 -	- 12	-	-	-
24 Nov. -	Windsor	Boys Girls	32 44	14 22	11 9	7 13	9 12	16 11	25 6	12 19	4 11	4 -	5 -	14 10	14 10	14 -	-
—	Wokingham	-	-	Merged in district school at Wargrave.													
			567	276	150	141	187	285	249	156	136	118	39	147	71	35	
	BUCKINGHAMSHIRE.																
2 June -	Buckingham	Boys Girls	30 29	14 14	8 10	8 5	10 10	12 14	8 7	8 10	- 7	6 7	5 -	14 -	-	-	-
10 Nov. -	Winslow	Boys and Girls	17	12	2	3	4	3	2	3	3	2	-	9	-	-	-
10 Feb. -	Wycombe	Boys Girls	35 38	15 14	11 12	9 12	21 12	14 7	26 5	8 10	5 5	22 -	- -	- -	- -	- -	- -
			149	69	43	37	57	50	48	39	20	38	5	23	-	-	-

Esq., on the Parochial Union Schools inspected by him in the Southern for the Year 1851.

Industrial Training.					OBSERVATIONS.
Field Labour.	Trade.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
21	-	-	-	21	Fair schools; the girls' somewhat the better of the two; the elder children are very irregular in attendance.
+	+	8	32	32	
19	1	-	-	-	Girls' school much improved, particularly as to discipline and demeanour of children; boys' school in a satisfactory condition; industrial training very good.
-	-	-	27	1	
14	6	-	-	-	Boys' school moderate; the attendance of the children being very irregular; girls' school backward and wanting in intelligence; children also irregular in attendance.
-	-	-	13	8	
4	-	3	14	-	School improved since last visit, but children somewhat unintelligent.
16	10	-	-	-	Boys' school in a fair condition; better provision has been made for industrial training; girls' school disorganized by illness of children and frequent change of teacher.
-	-	10	28	-	
-	11	-	-	10	Schools somewhat below the average; the girls are very deficient in arithmetic.
-	-	+	24	14	
-	8	-	-	26	The girls' school is defective in many respects. Much of the time properly applicable to school instruction is not so employed, and the children make little progress in consequence; the boys' school is in a fair state.
-	-	-	41	17	
10	-	-	-	15	The boys' school is in a fair condition as to discipline and elementary instruction; in the girls' school but little is done, the mistress being utterly incompetent.
-	-	-	29	9	
16	-	-	-	-	The boys' school continues in a fairly satisfactory condition; the girls have much improved under their present teacher.
-	-	-	24	4	
4	5	-	9	3	The former excellent master has left, and the boys do not maintain their standard; the pupil-teacher has been admitted to Kneller Hall; the girls' school has suffered from frequent change of teachers.
-	-	-	28	12	
104	41	21	269	172	
12	6	-	13	-	Boys' school in a very fair condition; the girls' remained for some time without a teacher, but have improved.
-	-	-	25	7	
4	3	-	9	-	The number of girls having fallen to four this is now a mixed school; the present teacher is incompetent, and the children learn nothing from her.
12	4	-	-	-	The instruction of the children in the boys' school is fair and the discipline satisfactory; the girls' school is very defective in both these points.
-	-	3	32	-	
28	13	3	79	7	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.													Geography.	Grammar.	History.
				Reading.			Writing.			Arithmetic.									
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.						
1851.	CORNWALL.																		
21 Aug. -	St. Austell - -	Boys Girls	11 17	4 4	6 4	1 9	1 4	10 6	10 6	1 4	4 3	5 3	- -	- -	- -	- -	- -		
20 „ -	Bodmin - -	Boys and Girls	43	19	19	5	10	33	14	1	3	11	8	12	-	-	-		
—	Camelford - -	—	No Workhouse.																
22 „ -	St. Columb - -	Boys and Girls	26	7	10	9	12	8	11	-	-	4	5	9	9	-	-		
27 „ -	Falmouth - -	Girls	32	17	8	7	14	14	15	2	10	13	-	16	6	-	-		
15 Aug. -	Germans, St. -	Boys and Girls	36	12	6	18	11	11	15	12	3	6	-	12	-	5	-		
23 „ -	Helston - -	Boys and Girls	34	13	4	17	8	13	20	5	4	3	-	-	-	-	-		
24 July -	Launceston - -	Boys and Girls	55	21	15	19	19	21	21	14	6	7	6	13	13	-	-		
19 Aug. -	Liskeard (Infts. 24)	Boys Girls	22 34	16 16	4 10	2 8	2 11	22 23	16 16	6 11	- 4	12 5	4 2	16 -	- -	- -	- -		
29 „ -	Penzance - -	Boys Girls	13 15	9 5	1 7	3 3	2 5	10 10	9 4	4 7	- 4	2 -	3 -	- -	- -	- -	- -		
25 „ -	Redruth - -	Boys Girls	30 52	16 25	7 17	7 10	16 13	14 20	16 8	4 8	6 4	13 10	- -	16 -	- -	- -	- -		
—	Stratton - -	-	No Workhouse.																
26 „ -	Truro (Kenwyn- street)	Girls	32	14	8	10	8	15	14	5	6	7	-	12	12	-	-		
—	Truro, Probus - -	-	No school at present.																
			452	198	126	128	156	230	195	84	57	101	28	106	80	5			
	DEVONSHIRE.																		
29 July -	Axminster - -	Boys Girls	41 29	31 10	2 10	8 9	8 11	33 11	41 8	- 7	11 7	7 -	12 -	21 -	21 -	- -	- -		
18 „ -	Barnstaple - -	Boys Girls	31 31	10 15	12 7	9 9	9 15	8 8	10 15	3 7	6 7	4 8	4 -	10 -	10 -	10 -	- -		
21 „ -	Bideford - -	Boys Girls	33 23	12 10	10 -	11 13	11 8	13 7	12 10	10 7	7 3	4 -	3 -	3 -	- -	- -	- -		
7 Aug. -	Crediton - -	Boys Girls	46 24	17 12	22 10	7 2	8 10	31 12	30 12	9 10	2 4	11 1	17 7	17 12	- 4	- -	- -		

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
9	1	-	-	-	These schools having greatly diminished in number, their amalgamation was recommended; the girls' had somewhat improved.
-	-	7	12	-	
-	-	-	20	-	Fair school, somewhat wanting in general intelligence; there is no industrial training for the boys.
2	-	-	16	8	A very fair school, steadily improving; there is some deficiency in the lower class.
-	-	8	27	-	I was not so well satisfied with this school as hitherto; the children were wanting in intelligence, and failed in arithmetic.
-	-	-	12	17	School improved since last visit; there is, however, some want of ready intelligence; the boys are employed in straw-plaiting.
-	-	3	20	-	School in a satisfactory condition, notwithstanding an almost entire change of children; their manners and demeanour are pleasing.
14	3	-	20	-	This school has improved in point of discipline, but owing to the fall in numbers and the many new admissions, the instruction of the children is not so satisfactory as heretofore.
17	13	-	-	-	I was not quite satisfied with the progress of the boys; the girls' school continues in a fair condition.
-	-	10	30	13	
6	-	-	-	9	The boys' school continues in a satisfactory condition, and the children display fair intelligence; the girls' school has improved; the industrial arrangements of this Union are very good.
-	-	6	10	-	
12	1	-	-	-	The boys' school has improved under the present master, and is now in a fairly satisfactory condition; of the girls I cannot speak favourably except regards their industrial training.
-	-	4	40	-	
-	-	2	32	-	A very fair school; the religious instruction and general demeanour of the children is very satisfactory.
60	18	40	239	47	
18	2	-	-	-	The boys' school is in a fair condition, and the teacher assiduous and painstaking; the girls are backward, and particularly deficient in arithmetic.
-	-	-	15	-	
-	-	-	-	-	The boys' school continues in a fair condition, although no interest is taken in it by the guardians. I cannot speak favourably of the girls' school. In both there is a want of industrial training.
-	-	-	25	-	
8	-	-	-	-	Both schools unsatisfactory; the teachers are incompetent.
-	-	-	12	-	
13	7	-	-	-	Very fair schools; the boys have improved under their present teacher, and the girls passed a satisfactory examination notwithstanding the temporary absence of their teacher.
-	-	-	22	-	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.													
				Reading.			Writing.			Arithmetic.					Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.				
1851.	DEVONSHIRE—cont.																
18 Aug. -	East Stonehouse (Plymouth).	Boys Girls	16 11	3 5	2 3	11 3	5 2	6 6	6 -	1 5	1 1	4 -	- -	- -	- -	- -	- -
5 „ -	Exeter (City)	Boys Girls	23 20	12 11	7 6	4 3	4 6	19 10	19 10	- 6	7 3	4 4	12 7	19 10	12 6	12 6	12 6
—	Holsworthy -	-	No	Workhouse.													
28 July -	Honiton -	Boys and Girls	41	24	9	8	9	24	11	6	10	12	3	24	9	-	-
13 „ -	Kingsbridge -	Boys Girls	34 39	25 8	5 17	4 14	7 9	27 11	13 4	13 5	12 3	7 -	6 -	- -	- -	- -	- -
11 „ -	Newton Abbott -	Boys Girls	51 36	42 6	9 15	- 15	3 6	48 13	42 13	11 3	13 5	14 3	12 1	42 -	28 -	42 -	42 -
23 July -	Okehampton -	Boys and Girls	60	13	16	31	6	24	14	15	11	-	-	-	-	-	-
—	Plymouth -	-	Schools not receiving aid from the Parliamentary fund.														
14 Aug. -	Plympton, St. Mary.	Boys and Girls	26	12	9	5	13	9	8	3	10	-	-	-	-	-	-
17 July -	South Molton -	Boys Girls	25 24	19 9	5 6	1 9	5 6	18 10	25 10	- 2	5 5	8 6	11 -	14 -	14 -	-	-
—	Stoke Damerel (Plymouth)	-	Schools not receiving aid from the Parliamentary fund.														
25 July -	Tavistock -	Boys Girls	18 17	12 4	6 6	- 7	6 4	12 4	12 6	3 4	- 4	3 -	1 -	- -	- -	- -	- -
4 Aug. -	Thomas, St., Exeter	Boys Girls	47 52	26 22	12 9	9 21	20 18	27 23	26 21	- 8	11 7	6 12	9 -	- -	- -	- -	- -
16 July -	Tiverton -	Boys Girls	31 41	20 8	10 5	1 28	- 10	21 7	8 8	- 5	6 -	8 3	6 -	10 -	- -	- -	- -
22 July -	Torrington -	Boys Girls	29 17	7 3	12 2	10 12	5 5	14 3	7 3	5 2	2 -	4 -	- -	- -	- -	- -	- -
12 Aug. -	Totnes -	Boys Girls	52 36	37 19	11 12	4 5	22 12	30 19	30 9	14 18	- 6	12 5	12 -	24 -	- -	- -	- -
			1004	464	267	273	263	508	443	182	169	150	123	206	104	70	
DORSETSHIRE.																	
31 July -	Beaminster -	Boys Girls	34 38	12 10	8 8	14 20	6 8	14 14	9 10	3 5	2 3	- 5	8 2	12 9	- -	- -	- -

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Landry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	-	-	-	15	I can record no favourable opinion of these schools.
-	-	-	8	-	
-	-	-	-	-	These schools maintain their former efficient standard; in both pupil-teachers are apprenticed.
-	-	-	-	18	
10	-	-	-	13	A very good school, slightly fallen off on account of many having left for service.
-	7	-	-	6	Boys' school in a satisfactory state and improving; in the girls' school a great and creditable improvement is apparent.
-	-	-	-	27	
26	-	-	-	-	The boys' school is still very fairly conducted, but in both the lower class children are making less progress than should be the case; the Guardians have had this year about 6 acres of land very efficiently cultivated by the boys.
-	-	-	-	22	
-	-	-	-	20	I cannot speak favourably of this school; the number of boys is too great for a single mistress; a schoolmaster is absolutely necessary.
-	-	-	-	9	Indifferent school, notwithstanding the change of teacher; discipline has slightly improved, but not the instruction of the children.
3	12	-	10	-	Very fair schools; the boys are very proficient in arithmetic; the elder girls are well instructed in Scripture.
-	-	-	22	-	
6	-	-	-	-	In the boys' school the religious knowledge of the children is very defective; the girls' school has fallen off, both in consequence of the great decrease in number; additional land has been taken for the use of the boys.
-	-	-	-	12	
-	-	-	-	-	These schools have very greatly improved under their present excellent teachers, who came from the Wells Union; much remains to be done, however, to place them on an efficient footing. The Guardians have now provided field labour for the elder boys under the care of the schoolmaster.
-	-	9	31	-	
-	5	-	12	-	I can record no favourable opinion of these schools; the girls' school is the inferior of the two, the mistress being totally incompetent both for the intellectual and industrial instruction of the children.
-	-	-	28	-	
10	-	-	-	-	I can record no favourable opinion of these schools; the average number of children is too small to render two school necessary; in the girls' schools five only were over seven years of age.
-	-	-	-	5	
9	3	-	-	-	The boys' school is doing very well in all respects; but I cannot speak favourably of the girls' school, which, during my visit, was in much disorder and confusion.
-	-	-	24	16	
93	36	9	335	50	
12	3	-	-	-	Schools in a fair condition; the junior classes in both schools, however, are somewhat neglected. There is a very good system of field labour for the boys
-	-	-	18	-	

DATE OF VISIT.	UNION.	Nature of Schools.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dictation.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1851.	DORSETSHIRE— <i>cont.</i>															
—	Blandford - - -	-	No school in the Workhouse.													
1 Aug. -	Bridport - - -	Boys Girls	15 14	8 6	7 5	- 3	5 4	10 2	2 4	- -	4 1	6 -	2 5	4 6	- 6	- 6
27 Feb. -	Cerne Abbas - -	Boys and Girls	32	18	4	10	7	17	11	6	3	10	-	10	-	-
23 Sept. -	Dorchester - - -	Boys and Girls	33	12	14	7	14	18	18	17	-	6	4	10	-	-
24 „ -	Poole - - - - -	Boys and Girls	20	9	2	9	3	12	9	8	7	2	-	-	-	-
19 „ -	Shaftesbury - -	Boys and Girls	38	11	9	18	19	12	8	13	6	1	-	-	-	-
—	Sherborne - - -	-	No school in the Workhouse.													
20 „ -	Sturminster New- ton - - - - -	Boys and Girls	30	14	16	-	10	14	14	11	10	9	-	14	-	-
24 „ -	Wareham and Pur- beck - - - - -	Boys and Girls	38	10	8	20	22	12	10	13	13	3	4	10	10	10
22 „ -	Weymouth - - -	Boys Girls	24 11	6 8	10 3	8 -	9 5	13 4	13 -	3 2	- 4	8 -	1 -	- -	- -	- -
25 „ -	Wimborne and Cranborne - -	Boys and Girls	29	10	3	6	9	15	10	10	-	4	6	-	-	-
			356	144	97	115	121	157	118	91	53	54	32	75	16	16
	GLOUCESTERSHIRE.															
27 June -	Bristol (Infts.61.)	Boys Girls	141 84	57 40	54 35	30 9	84 44	57 40	57 40	54 35	- 36	39 6	18 -	57 -	57 -	57 -
24 „ -	Clifton (Infts.31.)	Boys Girls	50 77	26 34	16 27	8 16	27 30	23 37	23 20	14 12	15 14	11 7	10 4	26 6	4 6	- 6
			352	157	132	63	185	157	140	115	65	63	32	89	67	63
	OXFORDSHIRE.															
3 June -	Banbury - - - -	Boys Girls	37 33	22 14	9 6	6 13	7 9	23 16	22 13	4 4	9 6	4 8	8 -	14 -	- -	14 -
7 Nov. -	Bicester - - - -	Boys Girls	12 38	5 9	5 17	2 12	1 1	11 17	10 13	2 4	5 5	4 9	1 -	- -	- -	- -
4 June -	Chipping Norton -	Boys and Girls	29	12	6	11	8	16	12	6	3	10	1	-	-	-

Industrial Training.					OBSERVATIONS.
Field Labour.	Trade.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	-	-	2	-	Very well managed schools; children docile and intelligent.
-	-	-	6	-	
2	3	-	9	-	A very good school, which maintains its former position, notwithstanding great changes in the children.
-	-	9	9	9	A well managed and satisfactory school; the excellence of which is entirely attributable to the schoolmaster; it is to be regretted that the industrial training of the boys is not on a par with their school instruction.
-	-	-	18	6	This school has much improved under the present teacher; the demeanour of the children is pleasing.
5	-	-	14	2	I can record no favourable impression of this school; the majority of the children are very young.
14	1	-	13	5	An indifferent school; it may improve under the present teacher.
-	-	-	14	-	I cannot speak favourably of this school; the mistress is too young for the class of boys she has to deal with; no industrial training.
6	6	-	-	-	Wretched schools; both teachers are utterly incompetent.
-	-	-	10	-	
-	-	-	11	7	Very moderate school; there is no industrial work for the boys.
39	13	9	124	29	
16	17	-	-	-	These schools have been completely re-organized, spacious buildings erected, and an efficient system of industrial training set on foot; in all respects they are progressing satisfactorily.
-	-	12	83	40	
-	18	-	-	-	The boys' school has improved, but is still below what it ought to be; the girls and infant schools are in a fair condition.
-	-	-	77	-	
16	35	12	160	40	
-	6	-	16	-	The boys' school is fairly conducted; I cannot speak favourably of the girls' school, the present teacher is incompetent.
-	-	-	27	6	
12	-	-	-	-	Moderate schools. In the girls' school the majority of the children are very young; the boys have somewhat improved since last year.
-	-	-	26	9	
3	-	-	21	-	Very fair school, considering the youth of the children. The Governor has established a Sunday school for the inmates, which is productive of great benefit.

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
12	-	-	13	13	A very indifferent school; the present teacher is scarcely suited for a mixed school of boys and girls. Formerly the boys attended the National School and were then well instructed; they have now lost nearly all they had learnt.
13	10	-	-	-	Fair schools; the girls are, however, backwards in arithmetic; there is a good system of field labour for the boys.
-	-	-	40	8	
-	-	-	-	-	A new teacher having been appointed for the boys, the school has greatly improved; the girls' school maintains its former efficient condition. It is much to be regretted that there is no industrial training for the boys.
-	-	4	31	8	
-	-	-	-	-	Very fair schools, particularly the boys', which has greatly improved under the present teacher.
-	-	6	20	-	
-	27	-	-	15	The girls' school is very indifferent both as to instruction and discipline; the boys' school somewhat better, but yet not altogether satisfactory.
-	-	18	27	20	
3	-	-	-	-	The boys' school has improved under a new teacher; the condition of the girls' school is unchanged.
-	-	-	10	4	
43	43	28	231	83	
-	-	4	6	4	School in an unsatisfactory condition, little or no progress, and discipline imperfect; the teacher has since left.
-	-	-	12	7	A well managed little school; the majority of the children very young.
-	11	-	-	-	Schools of a low order; scarcely any improvement perceptible. With the large number of children usually present in this Union, it is much to be regretted that more is not done for their intellectual and industrial culture.
-	-	-	33	-	
15	4	-	31	-	The boys' school, since the departure of its late teacher, has lost its superiority of tone, &c.. There is the same amount of attainment, but no longer the same accuracy. The junior classes are neglected; girls' school improved.
-	-	-	37	-	
2	-	2	11	7	A well managed and successful school.
4	-	-	5	4	This is a school but in name; the teachers are totally incompetent.
-	4	-	-	6	Inferior schools. The girls have somewhat improved.
-	-	4	21	5	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.											Geography.	Grammar.	History.
				Reading.			Writing.			Arithmetic.							
				1	2	3	On Slate.	On Paper.	From Dictation.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.				
1851.	HAMPSHIRE—cont.																
11 Oct.	Havant - -	Boys Girls	14 16	5 3	7 5	2 8	2 2	12 7	-	7 7	5 2	2 -	-	-	-	-	-
-	Headley - -	-	No school in the Workhouse.														
-	Hursley - -	-	No school in the Workhouse.														
3 Oct.	Kingsclere - -	Boys and Girls	34 16	5 13	12 14	13	11	10	13	-	-	-	-	-	-	-	-
14 April.	Lymington - -	Boys Girls	21 24	16 12	3 8	2 4	5 10	16 14	16 14	- 6	6 2	9 8	6 3	9 12	9 12	9 12	9 12
13 Oct.	New Forest - -	Boys Girls	19 18	10 7	5 6	4 5	4 2	13 11	10 8	4 4	4 6	11 2	1 -	15 8	-	-	-
-	Petersfield - -	-	No school in the Workhouse.														
9 Oct.	Portsea Island -	Boys Girls	102 135	58 45	32 49	12 41	32 50	62 27	58 42	21 15	32 54	30 41	19 7	90 24	28 24	58 24	58 24
26 Sept.	Ringwood - -	Boys and Girls	19	7	10	2	9	10	9	7	4	6	-	4	-	-	-
22 Oct.	Romsey - -	Boys Girls	12 12	9 5	3 3	- 4	3 3	9 6	5 4	4 4	4 2	4 -	- -	7 4	- -	- -	- -
14 „	Southampton -	Boys Girls	28 46	11 10	8 23	9 13	5 12	19 18	19 18	9 12	- 4	9 4	8 -	19 8	19 8	- 8	- 8
29 April.	South Stoneham -	Boys Girls	31 27	28 12	8 6	- 9	18 9	4 5	10 3	3 5	9 7	16 -	4 -	15 -	15 -	15 -	15 -
23 Oct.	Stockbridge - -	Boys and Girls	16	9	2	5	3	9	6	5	5	1	-	-	-	-	-
-	Whitchurch - -	Boys and Girls	16	10	4	2	2	12	12	2	9	3	-	5	-	-	-
-	Wight, Isle of -	Boys Girls Infnts.	46 38 37	35 14 6	5 20 7	6 4 24	17 24 -	29 14 -	32 22 -	5 12 -	12 12 -	11 14 -	18 -	30 14 -	10 -	16 8	16 -
-	Winchester, New	Boys Girls	25 11	17 7	5 -	3 4	3 2	19 5	16 -	4 7	- -	4 -	12 -	10 -	10 -	7 -	7 -
			1049	513	296	240	302	519	442	229	261	249	100	349	192	199	
	SOMERSETSHIRE.																
19 June.	Axbridge - -	Boys Girls	52 36	35 12	7 6	10 18	- 17	43 12	35 12	7 5	13 7	4 8	20 -	- -	- -	- -	- -
2 July.	Bath (Infnts. 58)	Boys Girls	120 68	75 47	36 12	9 9	65 24	49 35	75 59	21 12	18 12	38 25	28 -	75 25	- -	38 -	38 -

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
4	-	-	-	-	Schools moderately well managed; the majority of the children very young, and the elder girls much employed in household work.
-	-	-	9	2	
3	-	-	24	-	An inferior school; the amount of instruction is slight and wanting in intelligence.
12	2	-	-	-	Moderate schools; the girls' school is somewhat the better of the two.
-	-	-	27	-	
11	10	-	-	-	These schools have greatly improved under the present teachers; the children are still, however, very backward.
-	-	-	-	-	The boys' school has greatly improved under the present teacher, who was formerly at Basingstoke, but it will take another year to make it altogether satisfactory; the girls' school continues to go on well; there is some feebleness in arithmetic.
-	-	-	80	25	
6	-	-	7	2	The boys and girls are now united under one teacher; the school has improved since my last visit.
2	-	-	-	-	Fair schools; the religious instruction of the children is most carefully given.
-	-	-	8	4	
-	-	-	-	11	These schools have not improved so much as I should have expected. The separation of the children from the adult has been of great benefit, but intellectually, they are still very backward.
-	-	-	30	18	
9	13	-	-	-	The boys' school is in a fair condition; the girls' very backward and unsatisfactory.
-	-	-	21	-	
6	-	-	14	4	A very indifferent school; children generally very backward.
3	-	-	6	4	A school of very young children instructed by the Governor of the house; they are rather backward.
20	23	-	-	-	The boys' school had been brought into fine order by an excellent master, who had recently left; the girls' school continued to be fairly managed, although greatly diminished in number; the infant school was in a very creditable condition.
-	-	4	38	8	
-	-	-	-	-	The boys' school is, intellectually, one of the best in the county, but there is great want of industrial training; the girls' school is very indifferent.
-	-	-	-	10	
97	67	14	420	121	
-	24	-	-	-	Moderate schools; the school-rooms are very inconvenient.
-	-	-	-	29	
20	45	-	-	-	Excellent schools; the girls' school in particular is very well conducted; the children generally are intelligent and docile.
-	-	-	68	6	

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dicta- tion.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1851. SOMERSETSHIRE—cont.																
1 Dec. -	Bedminster - -	Boys Girls	53 43	33 11	16 14	4 18	16 13	35 16	26 11	10 5	12 1	18 5	13 -	-	-	33
10 „ -	Bridgwater - -	Boys Girls	29 37	8 14	21 10	- 13	6 7	23 25	8 14	6 14	6 -	- -	- -	-	-	-
30 July -	Chard - - -	Boys Girls	38 31	26 11	9 7	3 13	3 7	35 9	15 9	7 2	12 6	6 3	9 -	35 -	-	-
9 Dec. -	Clutton - - -	Boys Girls	26 31	9 7	10 9	7 15	12 15	14 10	9 7	9 8	9 8	- -	- -	-	-	-
-	Dulverton - -	-	No Workhouse.													
6 March	Frome - - -	Boys Girls	59 41	20 10	20 15	19 16	20 16	39 9	20 25	10 -	10 16	9 9	11 -	11 -	-	11
1 July -	Keynsham - -	Boys Girls	27 24	12 14	7 -	8 10	10 10	12 10	18 10	6 8	10 2	- -	- -	-	-	-
11 Dec. -	Langport - -	Boys and Girls	37	10	8	19	10	16	16	5	-	-	-	-	-	5
19 March	Shepton Mallett -	Boys Girls	18 26	9 9	8 6	1 11	5 5	12 14	9 12	2 2	2 6	5 4	- -	9 12	-	-
12 Dec. -	Taunton - - -	Boys Girls	25 21	10 10	7 8	8 3	7 4	13 12	10 10	3 4	- 4	5 8	5 -	10 10	10 10	10
15 July -	Wellington - -	Boys Girls	22 39	8 18	7 6	7 15	14 16	8 6	8 18	7 10	- 18	6 6	1 -	- 18	-	-
18 June -	Wells - - -	Boys and Girls	80	22	23	35	18	43	45	12	18	28	22	22	-	-
13 March	Williton - - -	Boys and Girls	57	20	16	21	38	9	9	5	21	1	10	24	9	-
17 Dec. -	Wincanton - -	Boys Girls	24 25	10 11	7 12	7 2	16 18	9 16	4 9	9 9	4 4	4 5	- -	4 6	-	-
16 „ -	Yeovil - - -	Boys Girls	22 33	17 15	4 6	1 12	9 14	6 5	11 8	3 2	5 15	11 -	- -	- -	- -	-
			1144	513	317	314	415	552	522	203	239	208	119	260	29	107
WILTSHIRE.																
27 March	Alderbury - -	Boys Girls	33 18	20 9	3 6	10 3	6 5	21 11	15 7	4 4	6 5	6 5	11 1	14 8	13 7	-
26 „ -	Amesbury - -	Boys Girls	22 16	8 4	5 5	9 7	- -	14 9	8 7	7 2	2 4	- -	- -	- -	- -	-
18 Dec. -	Bradford - -	Boys Girls	39 32	9 10	10 15	20 7	10 7	17 12	17 12	10 7	- 9	8 9	9 2	17 -	17 -	9
11 June -	Calne - - -	Boys and Girls	39	20	13	6	10	29	20	8	10	6	1	20	-	-

Industrial Training.

OBSERVATIONS.

Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
-	16	-	12	10	Moderate schools; the boys' slightly the superior; in the girls' school the majority of the children are very young.
-	-	9	18	26	
10	4	-	-	-	These schools were disorganized by sickness; they have never been in a satisfactory condition.
-	-	-	30	15	
35	-	-	-	-	The boys' school is in a fair state, but the girls' school is much below the average.
-	-	-	20	-	
12	-	-	-	-	The boys' school has improved under the present teacher; the girls' school is below the average standard.
-	-	-	22	-	
-	12	-	-	-	The boys' school is fairly managed; I can record no favourable opinion of the girls' school.
-	-	-	30	-	
12	2	-	-	-	The boys' school is in a fair and improving condition; I cannot speak favourably of the girls' school.
-	-	-	15	-	
-	4	-	-	11	This school has much improved under its present master; the children are very backward in arithmetic.
-	-	-	-	-	
8	-	-	-	-	Moderate schools; in both the majority of the children are very young.
-	-	-	21	-	
-	8	-	-	-	Very fair schools; considering the youth of the children, satisfactory progress is being made.
-	-	-	21	7	
10	4	-	-	-	Moderate schools; the girls have greatly improved under their present teacher.
-	-	-	34	14	
10	-	16	40	-	The boys and girls are now instructed together by a master assisted by his wife; the school is in a fair condition.
-	-	-	-	-	
-	9	-	20	-	The senior portion of this school, managed exclusively by the master, is in a satisfactory condition; I cannot speak favourably of the other portion.
-	-	-	-	-	
6	1	-	-	10	Very indifferent schools; the children are ill instructed and not under good control.
-	-	-	21	10	
-	5	-	-	3	Fair schools; in the girls' school so many have left for service during the past year that the school is scarcely now more than a nursery.
-	-	-	24	4	
123	134	25	407	145	
-	2	-	-	-	Very good schools; although instructed apart, there is but one teacher for boys and girls; the condition of the school is highly creditable to her.
-	-	-	13	2	
-	-	-	15	-	I can record no favourable opinion of either of these schools.
-	-	-	15	4	
-	10	-	-	-	Moderate schools; there is some want of energy and intelligence apparent in both.
-	-	-	24	8	
-	10	-	12	-	A very fair mixed school, instructed by a master; the children are fairly intelligent and docile.

DATE OF VISIT.	UNION.	Nature of School.	Present at Examination.	Intellectual Instruction.												
				Reading.			Writing.			Arithmetic.				Geography.	Grammar.	History.
				1	2	3	On Slate.	On Paper.	From Dictation.	Addition.	4 Rules.	4 Compound Rules.	Proportion and Higher Rules.			
1851.	WILTSHIRE—cont.															
17 Sept. -	Chippenham	Boys Girls	51 35	29 27	11 -	11 8	11 8	29 27	36 27	11 11	12 9	10 2	7 -	17 -	17 -	17 -
13 June -	Cricklade and Wootton Bassett	Boys and Girls	43	18	14	11	15	19	18	4	3	9	5	19	19	19
24 March	Devizes	Boys Girls	42 44	15 14	17 11	10 19	26 20	16 16	18 18	14 9	9 9	4 12	5 -	- -	- -	- -
15 Sept. -	Highworth and Swindon.	Boys Girls	56 69	29 39	14 10	13 20	13 26	29 39	27 39	14 20	15 10	7 25	7 14	29 24	29 24	16 24
19 Dec. -	Malmesbury	Boys Girls	31 45	20 19	3 6	8 20	4 3	20 16	20 10	3 7	- -	6 11	13 -	13 12	11 12	- -
16 Sept. -	Marlborough	Boys and Girls	25	7	7	11	7	8	6	8	2	5	-	-	-	-
28 Nov. -	Melksham	Boys and Girls	51	25	9	17	12	29	26	6	-	5	7	-	-	-
18 Sept. -	Mere	Boys and Girls	12	6	4	2	3	8	-	2	2	5	-	-	-	-
25 March	Pewsey	Boys and Girls	41	17	8	16	16	21	13	8	6	11	-	-	-	-
20 Oct. -	Salisbury, City	Boys	23	12	9	5	6	20	19	5	-	3	13	20	20	14
19 Sept. -	Tisbury	Boys and Girls	13	7	6	-	5	7	6	4	2	1	-	-	-	-
18 „ -	Warminster	Boys and Girls	32	20	4	8	12	17	20	7	3	8	2	13	13	-
4 March	Westbury and Whorwelsdown	Boys Girls	41 31	24 7	10 9	7 15	19 10	15 7	24 5	10 3	9 5	- -	15 -	15 -	15 -	- -
--	Wilton	-	No school in the Workhouse.													
			887	415	209	263	254	456	418	186	131	158	112	221	197	99

DISTRICT

1851.	Farnham, Hartley Wintney, and Alton	Boys Girls	40 33	27 23	13 10	- -	5 10	27 23	32 29	9 10	17 11	14 12	- -	27 23	- -	14 -
30 Sept. -	Reading and Wokingham	Boys Girls	64 80	29 26	18 20	17 34	25 22	35 30	27 22	10 31	8 15	15 8	31 -	35 23	14 -	35 14
			217	105	61	51	67	115	110	60	51	49	31	111	14	63

Industrial Training.					OBSERVATIONS.
Field Labour.	Trades.	Laundry or Dairy Work.	Needlework and Knitting.	Miscellaneous.	
20	-	-	-	-	Fair schools: the girls have greatly improved under their present teacher: 6 acres of land have been rented for the boys.
-	-	-	34	5	
27	-	-	12	1	A very good mixed school, under a master; the discipline and general progress of the children satisfactory.
16	4	-	20	-	Moderate schools; in the boys school there is great want of order and discipline.
-	-	-	40	-	
20	-	-	-	-	These are excellent schools, with pupil-teachers appointed in both; much is due to the interest taken in them by the master of the workhouse.
-	-	-	63	33	
5	-	-	-	-	The boys' school is well managed and in excellent order; the girls are rather backward.
-	-	-	19	4	
7	-	-	21	3	I can record no favourable opinion of this school.
7	12	3	20	-	This has now become a mixed school, with schoolmaster and a sewing mistress; it is in a satisfactory condition.
2	-	-	6	5	This school is now managed by the master of the workhouse, who was formerly a schoolmaster; it has much improved under his care.
8	-	-	13	-	Very moderate school; the children failed entirely in cyphering, which the mistress is scarcely competent to teach.
-	-	-	-	-	The best boys' school in the county as far as intellectual and religious instruction is concerned; it is to be regretted that there is no industrial training.
-	-	-	8	2	This school has dwindled away to a very small number, it is not in a satisfactory condition.
-	-	-	10	5	This school has become a mixed school; it is well managed by the former schoolmistress.
-	4	-	34	-	Moderate schools; the boys' somewhat the better of the two.
-	-	-	20	-	
112	42	3	399	72	

SCHOOLS.

12	-	-	-	23	During the greater portion of the year the usual routine of this establishment has been impeded by the extensive alterations which have been made: both schools are rather backward in consequence.
-	-	6	33	16	
23	11	-	-	6	The instruction of the two senior classes in the boys' school is fair, in all other respects, both as to intellectual and industrial training, this establishment is in a most unsatisfactory condition.
-	-	7	75	20	
35	11	13	108	65	

General Report by Her Majesty's Inspector of Schools, H. G. BOWYER, Esq., on the Schools of Parochial Unions in the Eastern and Midland Districts of England, comprising the Counties of Lincoln, Norfolk, Suffolk, Cambridge, Huntingdon, Nottingham, Leicester, Northampton, Bedford, Warwick, and Stafford, and a portion of Essex and Hertfordshire; for the years 1850 and 1851.

MY LORDS,

January 1852.

IN reporting the results of my labours during the years 1850 and 1851, it will not be in my power to describe any considerable alterations for the better in workhouse education. No material change has taken place in the composition of the teaching body in this department of public instruction, neither has any improvement been introduced into its organization. The school in my district still, with but two exceptions, continues to form part of the workhouse; the children are still generally dispersed in such small numbers among the various Union schools that classification is difficult, and systematic, industrial, or domestic training impracticable, instead of being collected in the efficient numbers of a district school; the number of the schools is still greater than the supply of qualified teachers; the prejudice against workhouse schools has not diminished in the educational profession: none, in short, of the conditions of progress have been perceptibly increased, while four years of inspection must have nearly, perhaps entirely, attained the limit of that amount of improvement which those conditions permitted. Unless, therefore, they be extended, the labours of each year will yield successively smaller fruits, until at length the result of the most constant and minute attention to details will only be the conservation of the little which has been obtained.

The principal object of this Report will be, to ascertain the effect of the second year's examination of workhouse teachers (that of 1850) in raising the qualifications of that class, by comparing the certificates granted during that year with those granted during the first; secondly, to apply the same method of investigation to the examinations which took place in the third year (the year 1851); and, thirdly, to point out the amount of improvement which a comparison of the statistics of instruction, and my diaries in the two years 1850 and 1851 may show to have arisen from the inspection of the schools.

In the performance of my duties I have, as in the year 1849, been often obliged to devote two days to the same school. I might, undoubtedly, have avoided this necessity by inspecting the school in the absence of the teacher, who would thus have been enabled to get through his examination in the course of a single day ; but by so doing, I should have thrown away one of the most important benefits of the inspection, as he would thus have been deprived of the opportunity of convincing himself, by personal knowledge, of the existence of any defect in his school which the inspection might bring to light, as well as of profiting by the many little but useful hints which would be given him in its course, but which would run some risk of being forgotten if reserved to the end of a laborious day ; and further, where I might find it necessary to censure, the justice of my criticism would not always have been felt, if a doubt could exist as to the care and impartiality with which the investigation of its grounds had been conducted. When, also, a teacher already examined in the same year was succeeded, after an interval of some months, by another, I have considered it expedient, if possible, to return out of my intended course to examine the latter soon after his appointment, in order that he might, if inexperienced, become acquainted without delay with the personal qualifications and condition of school, which he must attain in order to receive a good certificate. If ever this has not been practicable, I have generally found reason to regret it at my next visit, as that time has been, in most cases, through a low or otherwise mistaken conception of what could be expected, utterly lost both to the teacher and to the school. This cause has contributed somewhat to the 10,225 miles which I have travelled during these two years in the performance of my duties.

I now proceed to report the result of the examination of workhouse teachers. I must, however, explain, that the number of certificates granted in the years 1850 and 1851 does not imply a corresponding number of examinations in those years. I have left it to the option of such as had obtained certificates of competency or efficiency in consequence of examination in the year 1849, whether they would be re-examined or not, and have framed my Report on the future certificates of those who declined, entirely with reference to the condition of their schools ; every day's experience having increased my conviction of the importance of rendering it clear that your Lordships estimate the merit of a teacher, not so much by the possession of knowledge as by the power of communicating it. I examined in the year 1850 all those holding certificates

under competency, except in a few instances in which they evidently did not possess the leisure or the capacity to obtain a higher one.

The experience acquired during this year rendered it abundantly evident to me, that from the great majority of these teachers no improvement could possibly be obtained by means of further examination. Only a few of them were consequently re-examined in the year 1851, and the majority of the examinations were occasioned by new appointments.

The results of the examinations which took place in the year 1850 were as follows :—

Eleven teachers, or 2 masters and 9 mistresses, were not considered deserving of any certificate; 226 (of whom 45 are new, as compared with the year 1849), being 89 masters and 137 mistresses, received certificates of different kinds, as exhibited in the following Table :—

Name of Certificate.	Masters.	Mistresses.
EFFICIENCY.		
Section 1 - - -	4	2
Section 2 - - -	3	0
Section 3 - - -	5	0
	12	2
COMPETENCY.		
Section 1 - - -	6	5
Section 2 - - -	7	9
Section 3 - - -	27	20
	40	34
PROBATION.		
Section 1 - - -	20	48
Section 2 - - -	10	21
Section 3 - - -	1	8
	31	77
PERMISSION.		
Section 1 - - -	4	17
Section 2 - - -	1	6
Section 3 - - -	1	1
	6	24

It remains to be ascertained what conclusion can be drawn from a comparison of these certificates with those awarded in the previous year, as to the operation of the system of examination instituted by your Lordships for the purpose of raising the standard of workhouse teaching.

This comparison might be made by taking the proportion of each kind of certificate to the total number granted in the two years respectively, and ascertaining what diminution or increase has taken place in the proportions of the latter year compared with the corresponding ones of the former. This method would have the advantage of analogy to the one which I have employed in the comparison of the statistics of instruction in the schools. I have, however, preferred, as clearer and more practical, the one of considering the certificates as belonging, not to the teachers, but to the schools, and comparing together those awarded to each school in the two years respectively, whether held by the same or by different persons. Thus, if a school was in the first year conducted by teachers holding certificates of probation section 3, and in the following year, by teachers holding any higher certificates, there would be two changes for the better; and, in the reverse case, two changes for the worse. If the certificates were found to be the same in the two years, there would be two cases of immobility. The sum of the individual cases falling under each of these three heads will clearly exhibit the ground gained or lost.

It results from this mode of investigation that there have been 109 cases of immobility, 80 changes for the better, and 34 changes for the worse; making in all 223 cases.* Deducting the changes for the worse from those for the better, we have, as the net improvement in the district, only 46 cases, or about one fifth of the total number.

Applying the same method to the 45 new teachers, I find that 20 of these appointments were changes for the better, 19 changes for the worse, and 6 cases of immobility. The experience for the year 1850, therefore, does not indicate any tendency to improvement by the introduction of a superior class of teachers.

The examinations which took place in the years 1851 have yielded a still smaller result.

The number of certificates refused in that year was 4, or 7 fewer than in the preceding year. The number of certificates granted was 234, of which an analysis is given in the following Table:—

* Where two or more teachers succeeded each other in the same school, during the year 1850, and all received certificates, I have reckoned only those who remained. Where in each of the two years a certificate was refused in the same school, there would be a case of immobility. The former circumstance has a tendency to diminish the total number of cases, and the latter to increase it. Both together have occasioned the small difference of three between this total and that of the certificates granted.

Name of Certificate.	Masters.	Mistresses.
EFFICIENCY.		
Section 1 - - -	2	1
Section 2 - - -	3	0
Section 3 - - -	7	1
	<u>12</u>	<u>2</u>
COMPETENCY.		
Section 1 - - -	6	4
Section 2 - - -	11	11
Section 3 - - -	21	17
	<u>38</u>	<u>32</u>
PROBATION.		
Section 1 - - -	24	42
Section 2 - - -	15	29
Section 3 - - -	8	14
	<u>47</u>	<u>85</u>
PERMISSION.		
Section 1 - - -	0	12
Section 2 - - -	0	4
Section 3 - - -	1	1
	<u>1</u>	<u>17</u>

Comparing these certificates with those granted in the preceding year, according to the method which I have pursued with reference to those granted in the years 1849-50, I find that 42 of them were changes for the better, 30 changes for the worse, and 153 cases of immobility. The difference between the changes for the better and those for the worse shows a balance in favour of improvements of 12, a result which, insignificant as it is when thus stated, would be still further reduced in value if the *extent* as well as the *number* of the changes for the better were taken into consideration, as a much smaller proportion of the number of teachers promoted were raised beyond one single section than was the case in the previous year.

A similar comparison of the certificates granted to new teachers with those of their predecessors in the same schools gives 16 cases of immobility, 21 changes for the better, and 29 changes for the worse; while, therefore, in the year 1850, the new appointments exercised no influence whatever upon the character of the teaching-staff of workhouse schools, in the year 1851 their effect was rather detrimental than otherwise. This result is in complete accordance with

my own impressions, as it appeared to me that Boards of Guardians experienced greater difficulty in procuring tolerable teachers than was the case in the previous year.*

When this small and successively diminishing amount of improvement, and the large proportion of cases of immobility are considered, and when it is further borne in mind that among the cases of improvement an advance of one single section of a certificate, however low, or even an advance from no certificate to the lowest section of that of permission is reckoned, it is impossible not to feel some disappointment at the scanty fruits which three years of careful and laborious culture have yielded, and not to be impressed with the conviction that the scheme of successive examinations is insufficient, and that more vigorous measures are requisite for the attainment of that efficient condition of the teaching body in workhouse schools, which your Lordships' Minute of the 18th December 1847 contemplates.

The statements contained in my own and my colleagues previous Reports relative to the mediocrity of the mass of workhouse teachers, and the obstacles which stand in the way of their improving themselves by study, are sufficient to account for the large number who have remained stationary; but the number of those who have gone back remains to be explained. Some of these cases are occasioned by new appointments, but the majority of them are the consequence of my being enabled, after the lapse of a year, to apply the test of the state of the school to teachers who, at their first examination, had not been long enough in office for the purpose; of a more accurate estimate of the teachers qualifications; and lastly, of the misconduct of the teachers themselves, who, I regret to say, in some instances neglected their schools as soon as they had obtained a good certificate. It has not been without reluctance, nor without repeated trials of less severe means of correction that I have in these instances been compelled to resort to recommending your Lordships to lower the teacher's certificate by one or more steps. But, in the absence of the higher incentive of a sense of moral and religious obligation, or of the inferior yet honourable motive of professional spirit and ambition, it was necessary to exercise the power which the annual renewal of the certificates places in the hands of the Committee of Council.

This subject leads me to a question of great importance, and

* This method of investigation is, I must admit, less reliable in the case of the certificates granted to new teachers than in the others; as whether they shall rank as cases of progress or not, depends upon the certificates previously held in the schools in which the new appointments happen to take place, as well as upon those granted to the persons appointed. The result will, however, be approximatively correct.

on which, for that very reason, I have hitherto deferred pronouncing an opinion, I mean the moral condition of the class of teachers engaged in the education of pauper children. If a deep and energetic religious feeling, and a high tone of principle and thought, whose influence on the minds of children is exercised not so much by direct precept, or predetermined example, as by the unconscious contagion of virtue (fortunately as strong, though less noticed, as the opposite contagion of vice); if these qualities are the most important in a teacher of the children of the independent labourer or artizan, how much more vitally essential must they be in a teacher charged not only with the instruction during a few hours of the day, but with the daily and hourly education and training in industry, virtue, and religion, of a class of children, many of whom know not their parents, or know them only as tramps, prostitutes, unnatural deserters of their offspring, or criminals undergoing the penalties of the law, and all of whom see around them no other grown-up men and women of their own sphere in life but such as their own vicious parents, or persons more or less tainted with similar vices? It is not too much to say that far higher moral qualifications are requisite for the latter class of teachers than for the former. Such qualities are, however, less obvious than intellectual qualities, and it consequently requires a longer time to ascertain the extent to which they are possessed by a particular class of persons. More than four years of experience have now, however, enabled me to form a reliable opinion upon that subject; and I regret to say that that opinion is not favourable to workhouse teachers. Not only have serious moral delinquencies, which are in their nature exceptional, occurred among them more frequently than is creditable, but many minor instances of misconduct, which more than the former mark the character of a class, have fallen under my notice, denoting a low standard of manners and morals. It is not uncommon to find among workhouse teachers persons who pass a good examination in Scripture, and have evidently learnt the principles of religion as a matter of intellectual acquirement, yet whose manners and appearance inspire painful doubts as to the spirit in which they will teach it, and the fruits which, delivered by such hands, it will bear in the future lives of their pupils. These doubts will, in almost every instance, be justified by their subsequent conduct. I have, in too many instances, had the painful conviction forced upon me, that corruption had been introduced into the school by the very persons to whom its moral and religious training was entrusted. I, however, know many masters and mistresses for whose characters I have the greatest respect.

The cause of the moral deficiencies of workhouse teachers as

a class is the same as that which I have adverted to in my previous Reports as occasioning their intellectual and professional inferiority, namely, the distaste which is at present felt among teachers for that department of public instruction. Something may be done towards diminishing that distaste by improving, wherever it may be found practicable, the position of the teachers in the workhouse; by providing them with better apartments, allowing them more time for the relaxation which the wearing nature of their duties renders more necessary to them than to any other officer, and diminishing the causes of collision between them and the master and matron. To recommend these improvements to the adoption of the Guardians was the object of the circular of the Poor Law Board, dated the 31st of March 1848. I have endeavoured to act in my recommendations to the Guardians according to the spirit of this circular, and I with pleasure bear my testimony to their general willingness to adopt any suggestion which they thought practicable; but in the smaller, and consequently the majority of the workhouses, I have not been able to see my way towards carrying out the recommendations of that circular, especially those relating to time for relaxation and exercise, and exemption from services in the house that may be, perhaps not unjustly, termed "menial." Where the heads of the establishment are hardly ever able to leave the house, it is difficult to suggest that a subordinate officer should have a right to do so at fixed hours. Where they are seen cutting and serving out the dinners to the paupers, it is not easy to urge that he should be exempt from that or similar services on the ground of their being menial. When, therefore, in these cases complaints founded on that circular have been made to me by the teachers, I have felt it my duty to discourage their urging them. In fact, I must express my conviction that the position of the teachers of this department will not be sufficiently ameliorated to attract or retain a better class of persons until the schools themselves be consolidated and dissociated from the workhouse. Some of the pupil-teachers who have failed in obtaining Queen's scholarships may, however, perhaps take a workhouse school; and the students of Kneller Hall will bestow their early services on pauper education, though it is not to be expected that many will remain in that department. With regard to mistresses I cannot, in the absence of a special training school for them, perceive any prospect of improvement under the present organization of workhouse education, as the demand for them in other schools is greater than that for schoolmasters.

Such being the obstacles which stand in the way of the improvement of workhouse education, it becomes of importance to ascertain what has been the tendency of the alteration in

the administration of the parliamentary grant designed by your Lordships in order to meet the views of the Poor Law Board, and introduced by the circular of the 6th of May 1850. The object of that alteration was to prevent the disproportion which under the previous system occasionally occurred between the sums awarded to teachers who obtained high certificates and the amount of their duties; but it was not the intention of your Lordships or the Poor Law Board generally to reduce the remuneration of workhouse teachers, or in any other manner to throw an additional obstacle in the way of the improvement of that body by the introduction of better qualified persons. I feel it, however, my duty respectfully to state that such has been the general effect of that measure in my district.

Under the former system, while the Boards were bound to pay to the teacher the salary specified in the advertisement and sanctioned by the Poor Law Board, the sum which they received from the parliamentary grant varied with the certificate of the teacher. If that sum fell below the salary paid by the Board, a motive was created for the removal of an inefficient teacher. If it exceeded that salary, while the Board was relieved of that burden, the teacher received a remuneration adequate to his merits. By the present system a new and disturbing element has been introduced, namely, the average attendance in the school, with which (except in the lowest class of certificates) the annual payment from this grant rises and falls. It consequently follows that in prosperous times, when the numbers in the workhouses are low; when the teachers of parochial or denominational schools are receiving in the weekly pence of the well employed labouring classes their highest remuneration; when the impulse given to voluntary exertion is creating the greatest demand for schoolmasters and mistresses; at the very moment in which the temptation to desert the workhouse school is most strongly felt, and in which consequently it would be expedient to raise their remuneration, the salaries of the better class of workhouse teachers, whose certificates entitle them to a higher sum than that for which they were engaged, are suddenly reduced, in many instances, by a considerable amount. The effect of this must obviously be to drive away the best teachers, and to deter others from taking their places. The former of these effects I can attest from personal knowledge; the latter is not obscurely manifested in the great difficulty which has been experienced by Boards of Guardians in procuring qualified teachers. Now, unless on the melancholy hypothesis that distress is to be the rule and prosperity the exception, this must, under the present system of payment, be the normal condition of workhouse education. Nor is that system free from objection when viewed as a question

of justice. The parochial teacher reaps an immediate reward for his former labours in mastering his art, and his present exertions in improving his school, in the increase of the attendance and school fees. The workhouse teacher labours to his own detriment; his school acquires a reputation in the neighbourhood for the sound education and industrial training imparted to the boys or girls; applications for them increase, and his attendance, and consequently his salary, diminishes. Even the favourable notice which the school receives from the inspector, inserted as it generally is in the county papers, is a positive injury to him. At my second visit to the Gainsborough Union School, I was told by the schoolmaster that my previous Report had so increased the number of applications for children that its efficiency was sensibly affected. In other instances a similar effect has followed from a favourable mention of the industrial training conducted by the master or mistress.

Viewing the workhouse teacher in the light of one of the officers of the Union, the position in which he is placed by the present method of payment from the Parliamentary Grant appears equally anomalous and disadvantageous; and he may well find it difficult to explain to himself on what principle his salary is made to vary from year to year with the fluctuations in the number of children in his school, while those of the master and matron are not affected by any diminution of the number of inmates in the house; or, why the payments from the Parliamentary Grant should be determined on a different principle from that which governs those from the rates.

These objections appear to me so serious that I have thought it my duty to submit them to your Lordships. Whether, however, they can be obviated by any modification of the existing system, or whether they can only be removed by a total change, are questions on which it will be proper for me to abstain from offering an opinion.

It now remains for me to describe the condition of the schools.

I have, in my Report for the year 1849, explained at some length my views upon the principal heads of elementary instruction, and the improvements which I have endeavoured to introduce. It will therefore be unnecessary on this occasion to do more than report the results of my endeavours, and briefly touch upon those considerations which may arise from them. Pursuing the same method as in my former Reports, I have reduced the statistics of instruction contained in my tabular book to the form of a table, showing the proportions of the number of boys and girls in each department of instruction to the total number in the schools during the year; the corresponding proportions in the previous year; and the difference between them, whether in increase or diminution.

The following is the table for the years 1849 and 1850 :—

	Boys.	Proportion per cent. of boys under each head to total number.		In-crease.	De-crease.	Girls and Infants.	Proportion per cent. of girls and infants under each head to total number.		In-crease.	De-crease.
		1849.	1850.				1849.	1850.		
Present - - - -	3,848	-	-	-	-	3,748	-	-	-	-
Number of children reading the Scriptures	2,120	48·2	53·0	6·8	-	1,786	39·4	47·6	8·2	-
Ditto books of general information	1,800	40·3	46·7	6·4	-	1,395	28·5	37·2	8·7	-
Number of children writing on slates from dictation and memory	871	28·7	22·6	-	6·1	650	19·8	17·3	-	2·5
Ditto abstracts and composition	801	3·6	20·8	17·2	-	351	1·5	9·3	7·8	-
Writing on paper from copies	1,967	49·9	51·1	1·2	-	1,467	33·8	39·1	5·3	-
ARITHMETIC.										
Number of children in addition	534	15·8	13·8	-	2·0	527	11·6	14·0	2·4	-
Ditto in the other simple rules	683	19·4	17·7	-	1·7	612	17·1	16·3	-	0·8
Ditto in the compound rules and reduction	847	19·4	23·0	2·6	-	570	10·3	15·2	4·9	-
Ditto in proportion and practice	318	5·4	8·2	2·8	-	58	1·6	2·5	0·9	-
Ditto in fractions and decimals	132	1·4	3·4	2·0	-	-	-	-	-	-
Number of children learning geography	1,292	23·3	33·5	10·2	-	653	12·4	17·4	5·0	-
Ditto learning grammar	707	11·3	18·3	7·0	-	351	4·5	9·3	4·8	-
Ditto learning History of England	360	4·7	9·3	4·6	-	129	1·3	3·2	1·9	-

It appears from this table that the proportion of boys reading the Scriptures and books of general information has increased by about 6 per cent., and that of girls by about 8. Under the head of writing from dictation and memory there appears, in the proportion of boys, a decrease of 6 per cent., and in that of girls, of $2\frac{1}{2}$. This decrease, however, so far from being an indication of deterioration, is the consequence of progress; as the head of abstracts or composition, which in the year 1849 showed so insignificant a proportion as 3·6 per cent. in the boys, and $1\frac{1}{2}$ in the girls, this year exhibits 20·8 per cent. (or an increase of 17 per cent. in the former) and 9·3 per cent. (or an increase of 7·8) in the latter. This head has consequently absorbed the numbers which are deficient under that of writing from dictation and memory. Most of these compositions are short sketches of the lives of patriarchs, prophets, or kings of the Old Testament, or narratives of scriptural events. I have chosen such subjects as being, in general, more familiar to the children, and as affording a better exercise in the language than those from the secular school-book, since the former had to be, as it were, translated into modern English, while the latter would generally, owing to the retentive verbal memory of children, be expressed nearly in the words of the books from which they were derived. Any kind of useful knowledge, such as manufactures, machinery, natural history, domestic

economy, and agriculture, also afford, in more advanced schools, excellent subjects for composition. I have found, owing to the introduction of this exercise in the previous year, a great improvement in spelling, punctuation, and expression. In some schools the exercises are transferred to the copy-books after being corrected, and in the Mitford and Launditch Union boys' school, in the county of Norfolk, they are sometimes written at once on paper—a practice which I think extremely useful, as it is found that in the same manner as children who can spell orally are, when unpractised, unable to do so in writing on slates, those who can spell correctly on slates are disconcerted when writing for the first time on paper. Under the head of writing on paper from copies, the proportion of boys is nearly unaltered, while that of girls has increased 5 per cent. In arithmetic, the proportions of boys learning the four simple rules have slightly diminished, while those of girls have slightly increased. In the higher rules the proportions of both boys and girls show a small increase. The increase in the proportion of boys under the head of geography is considerable, or 10 per cent., that of the proportion of girls is 5 per cent. Finally, under the heads of grammar and English history, the proportions exhibit an increase of 7 per cent. and $4\frac{1}{2}$ per cent. respectively in the boys, and 4·8 and 1·9 in the girls.

The result of these figures is, that the schools have, in the main, improved. The ratio of that improvement is, however, considerably smaller than in previous years. Some schools have indeed fallen off in efficiency; in some cases owing to a change for the worse in the teachers, in others owing to the loss of the elder and consequently more forward scholars, through the increased employment afforded by the revival of trade and industry. The small schools are more especially subject to injury from this cause, as it in general happens, for obvious reasons, that the children who remain are in great part physically and mentally feeble.

The schools which have most improved since they have fallen under my inspection are the Mitford and Launditch Union boys' school, the Stoke-upon-Trent Union school (which owes its efficiency entirely to the present master), and the Spilsby Union boys' school, also raised from a very low condition by its present master. The Gainsborough mixed and the Southwell boys' Union schools continue to exhibit the merits for which they were both remarkable, but the latter is, unfortunately, at present under inferior management, and will hardly long preserve its efficiency. A description of these schools will be found in the tabular statement annexed to this Report.

The Asylum for Infant Poor belonging to the parish of Birmingham, important alike for its numbers and its con-

nexion with a large and enlightened borough, is likely, if it continue under its present management, to rise to the first rank. Two pupil-teachers have been appointed in the boys' school. The girls' school will, under the present mistress, probably be soon in such a condition as will enable me to recommend it for similar appointments. The infant school, recently organized by the Board at my suggestion, was, at my last visit, in the year 1850, in a fair state of efficiency, and though, on account of the appointment of a new mistress, its discipline declined for a short time, I found it, at my second visit, in the year 1851, restored to a satisfactory condition. The Nottingham Union boys' school has, on the contrary, fallen into an unsatisfactory condition; but its numbers have been so much reduced by the prosperity of the town, that its deterioration is not so much to be regretted. An equal diminution has taken place in the number of girls and infants, and the total number of children in the three schools has dwindled from 395 at my visit in January 1848, to 96 in 1851.

I have already noticed, at page 74 of my Report for the year 1849, the establishment at Norwich named The Boys' Home, into which the boys educated in the workhouse school are transferred as soon as they are of an age to be able to obtain employment, and in which they remain, contributing to their board and lodging by their earnings out of doors, till they are either lodged by their employers or able to find lodgings for themselves. I subjoin a statement furnished me by the school-master, from which it appears that the payments of the boys nearly cover the cost of their maintenance.

Boys' Home, 1850.

YEARS.	Average number during the quarter, including two nurses.	Average cost per head per week, including the nurses.	Average amount of earnings per head per week.	Total cost for maintenance, including the nurses.	Total amount of earnings.	Cost of coals and necessaries per head per week.	Total cost for coals and necessaries.	Number who have left the home, and provide for themselves.	Number who are now in the Workhouse for bad conduct.	Number of inmates remaining.
		s. d.	s. d.	£ s. d.	£ s. d.	s. d.	£ s. d.			
First quarter -	21	2 5½	2 3½	33 12 2½	28 4 2½	0 4½	5 0 11½	3	—	—
Second quarter -	23	2 4½	2 5	35 11 6½	33 3 8	0 3½	4 1 8	—	—	—
Third quarter -	24	2 7	2 7½	40 8 4½	37 14 5	0 3½	4 5 5	5	1	22
Total -								8	1	22

On visiting the Norwich workhouse school in the year 1849, I recommended that the blessings of that institution should be extended to the girls. On returning in the following year, I

found that the suggestion had been most liberally carried out. The infants, and the boys too young to obtain employment, now alone remain in the workhouse. The girls are lodged in a pleasant house, a quarter of a mile out of the town, furnished with every apparatus requisite to train them for service. The Girls' Home differs from the Boys' Home only in these respects:—firstly, that it contains *all* the girls, whether able to labour or not; and secondly, that the labours of its inmates are performed in the house (as more suitable to their sex), and without the medium of wages and external employers. But they are both founded on the common principles of industrial training and entire separation from the workhouse. Viewed in this light they present, on a restricted scale, the advantages of a district school; but it cannot be concealed that these advantages have been obtained at a comparatively greater expense, as nearly the same staff of officers who are now required for the management of about 40 children would amply suffice for that of several hundreds, without mentioning that its cost would be defrayed by several Unions instead of one.

I have constructed a similar table for the years 1850 and 1851, but it shows so slight a difference between the proportions in the two years that I think it useless to encumber my Report with it. The result is, that as far as the number of children in the different departments of instruction can be taken as a criterion of the efficiency of the school, there has been no advance in the latter over the former years. The impressions which I have received from the inspection of the schools are in complete accordance with this result; and I cannot hold out any prospect of further improvement until workhouse education shall be placed under more favourable conditions.

The movement towards a more efficient industrial training to which I adverted in my last Report, still continues, though, perhaps, at a diminished rate. Several Unions have devoted a small portion of land to the industrial instruction of the boys. The Thingoe Union, near Bury St. Edmunds, has hired some land for that purpose. The Saffron Walden Union has also extended its industrial farm to five acres, and has completed it by the addition of two cows and a dairy. The Blofield Union, in Norfolk; the Hoxne Union, in Suffolk; the Brackley Union, in Northamptonshire; and the Wisbeach Union, in Cambridgeshire, have adopted the principle of agricultural training.

The produce of the industrial farms which have been in operation for the last two years, will, I am confident, notwithstanding the disadvantage of low prices and an unfavour-

able season, justify the opinion of all who are conversant with the subject, that they are advantageous in a pecuniary as well as an educational point of view.

But to adduce all the evidence of this which my district affords would exceed the scope of an Educational Report. I shall, therefore, confine myself to a few statements received from the schools in which the industrial department of education is best conducted. These will be found in the Appendix. The first is a copy of two Reports addressed to the Board of the Stoke-upon-Trent Union, and signed by the boys who form the working class. This form of reporting appears to me deserving of imitation by other schools, both on account of its utility in bringing the names of the boys to the notice of the Guardians, and thus facilitating their obtaining employment, and on account of its tendency to raise in their own eyes the importance of their industrial labours. The gross produce on 2A. 1R. 23P. under cultivation in 1850, is 54*l.* 13*s.* 2½*d.*, and the balance in favour of the workhouse 35*l.* 13*s.* 1*d.* In the year 1851 the farm was increased to 6 acres, which yielded a gross produce of 82*l.* 14*s.* 4*d.*, or 13*l.* 15*s.* 8½*d.* per acre, but on account of extraordinary expenses, a balance of only 11*l.* 10*s.* 3*d.*

The second is from the Spalding Union school. The statement for the year 1850 gives only the value of the crops grown upon 3½ acres cultivated by 18 boys, which amounts to the large sum of 83*l.* 13*s.* 4*d.*; and that of the shoemaking and tailoring, performed by 11 boys, amounting to 30*l.* 12*s.* The statement for the year 1851 is a Report of the Industrial Training Committee to the Board of Guardians

It will be perceived, that the estimated value of the boys' labour is entered on the expenditure side, and that a sum of 20*l.* advanced by the Board of Guardians, appears among the receipts; the object of the committee in the former of these entries, has, probably, been to show the profits which may be obtained from a small piece of land cultivated by the spade on the ordinary terms of farming operations. In this point of view the account has an important bearing on the question of industrial schools unconnected with the Poor Law, in which it will be found necessary to pay for the labour of the children; but, in order to exhibit the real value of the school-farm to the Union, this item must be transferred to the receipt side, as the children, if not thus employed in reproductive labour, must be maintained in idleness. The Union stands towards them in the relation of parent; their labour is, consequently, as much a part of its profits as the earnings of a tradesman's or labourer's children are a part of his income. The sum of 20*l.* being borrowed capital, should, I venture to think, appear

only through its interest, on the expenditure side. I am, however, informed, that it has been repaid to the Union. Striking this sum out of the account, and transferring the labour items from the expenditure to the receipt side, the statement exhibits 158*l.* 16*s.* 6½*d.* for receipts and value of stock in hand, and 117*l.* 8*s.* 8*d.* for expenditure and value of stock in hand at the commencement of the year, and, consequently, a clear profit of 41*l.* 7*s.* 10½*d.*

The third is from the Holbeach Union school. It exhibits for the year 1850 a total profit on 3 acres of land, cows and pigs, of 26*l.* 18*s.* 10*d.*: and for the year 1851, the very considerable profit of 65*l.* 1*s.* 7*d.*

These are followed by some communications from the schoolmasters of the Potterspury, Stamford, and Hartismere Union schools. The second exhibits a gross produce of more than 29*l.* on 1 A. 26 P. of inferior land, and a produce of 10*l.* 13*s.* by the labour of the girls. The other two, though not equalling this in point of produce, will be found both interesting and instructive.

Viewing the extent to which the principle of industrial training has been adopted in connexion with the workhouse by Boards of Guardians, a doubt may be reasonably entertained whether, with reference to the possibility of the establishment of district schools, it were desirable that their efforts and resources should have been directed into an opposite channel, and whether by thus directing them we may not have raised an additional obstacle in the way of the adoption of that organization which we deem the most desirable. This doubt often presented itself to my mind when recommending any improvement connected with the present system. Its solution would depend upon the probability of the realization, within a reasonable period, of the wise and benevolent intentions which actuated the legislature in passing the Acts relating to district schools for pauper children. If, on surveying the provisions of the Acts and the dispositions of the Boards of Guardians, this probability should appear to be considerable, it would be undoubtedly inexpedient to advise any improvement in workhouse education which would tend to diminish it. If, on the contrary, it should appear to be small even under the most favourable local circumstances, and non-existent under ordinary conditions, our duty towards a helpless class now growing up under the guardianship of the country, as well as towards the rest of society, to whom their subsequent lives may (according as their childhood has been tended or neglected) be beneficial or baneful, imperatively requires that the performance of a present obligation towards them should not be postponed to the bare possibility of one day performing a greater, nor their

welfare, though imperfectly attained, sacrificed to that of generations yet unborn.

A careful and dispassionate review of the experience acquired during the four years in which I have been engaged in the inspection of workhouse schools, has unfortunately convinced me that the latter of these suppositions is the more conformable to the truth. The parts of my district which, from the density of the population, the grouping of several Unions within a small area, the overcrowded state of some workhouses (to which the removal of the children would be a relief), and the comparative emptiness of others (which at a small expense might be converted into a district school), present the greatest prospect of success in inducing two or three Unions and parishes to form themselves into a school district, are the neighbourhoods of Norwich, of Ipswich, and of Wolverhampton, and the group of towns called the Potteries. In the first two I sounded the dispositions of the Boards towards the plan, and found them adverse. In the last, a plan of a district school was, in 1850, proposed to three Boards by the poor law inspector of the district, but was rejected by the one whose consent was the most essential to its adoption. The causes of failure in these instances have been, the satisfactory state of some workhouse school which it was proposed to include in the combination; some peculiar cause which mitigated in it the evils of workhouse education; conflicting interests, real or imaginary; the sort of *esprit de corps* which renders the inhabitants of one Union particularly disinclined to enter into an agreement with those of neighbouring Unions; but, above all, a rooted distrust of any plan involving an immediate outlay. Some of these causes are inherent in the constitution and essential to the utility of Boards of Guardians. The main objects for which those bodies were instituted are, to administer parochial relief, and to watch the interests of the ratepayers. A careful and vigilant discharge of these functions is their principal merit; to educate the children whose destitution they relieve is only an incident in the performance of their duties. Accordingly the principles and opinions of a candidate for election as guardian on the subject of education probably never enter the minds of the electors among the reasons for deciding their choice. And if most Boards contain some numbers to whom the school is an object of active interest, they generally belong to the clergy, the gentry, and the professional classes. It is not therefore to be expected, nor perhaps to be desired, that they should be favourably disposed towards measures of which the expense is obvious and immediate, but the benefits are prospective, and discernible only to a higher and more extended view than is consistent with their constitution and functions.

For these reasons I am of opinion that the 7th & 8th Vict. c. 101, and the 11th & 12th Vict. cap. 82, under which the erection of a district school is practically dependent upon the written consent of a majority of the guardians, will, except under favourable circumstances of rare occurrence, remain inoperative. And if this should be the case only for a few years, I fear that the difficulty of obtaining the requisite assent will be considerably increased, as the capital which the Unions will have expended in the improvement of schoolrooms and of teachers' apartments, in new dormitories, and other things connected with the children, will still further rivet the school to the workhouse. As instances of this I will only cite the St. Faith's workhouse Union, in which new apartments have been built for the teachers; the almost new workhouse of the Leicester Union; and the entirely new ones of the Aylsham and Erpingham Unions, and of the parish of Birmingham; in all of which ample provision has been made for the accommodation and education of the children. I venture therefore respectfully to submit to your Lordships the expediency of adopting, before these obstacles shall have further increased, such measures as the experience of the working of those Acts has shown to be requisite in order to render them generally effectual. The most essential of these measures appears to be, to render the formation of a school district practically independent of the consent of the Guardians. I have been repeatedly assured by Guardians friendly to district schools that, unless a compulsory power be lodged in Her Majesty's Government, it would be useless to attempt it; but that with such a power little opposition would be experienced, and that its exercise would rarely be called for. The existing Parochial Unions, which cover nearly the entire surface of the country, afford conclusive evidence in support of this opinion, as they were formed by means of a compulsory power, in the face of an opposition a thousand times more vigorous than that which has rendered the Acts relating to district schools almost inoperative. It would, however, greatly tend to facilitate the objects which your Lordships have in view, if the grants in aid of the erection of school buildings under your Lordships' minutes were extended to district schools.

I have the honor to be, &c.

H. G. BOWYER.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

AGRICULTURAL REPORT.

Spittals Workhouse, Stoke-upon-Trent
11 December 1850.

THE GENTLEMEN OF THE BOARD OF GUARDIANS,

WE, the undersigned, respectfully beg leave to lay before the Board our Yearly Report and Accounts. The following will show the exact state of the ledger, where all the items are particularized.

EXPENDITURE.			INCOME.		
A. R. P.		£ s. d.	A. R. P.		£ s. d.
2 1 23	To cost of seed	7 9 6½	2 1 23	By cash delivered to Mr.	
	Cost of manure	2 6 7		Brown, for articles sold in	
	Depreciation of tools . .	1 4 0		the market	13 8 9
	Rent and taxes	8 0 0		Articles consumed in the	
	Total outlay	19 0 1½		establishment	41 4 5½
	Balance in favour of Work-				
	house	35 13 1			
2 1 23	Total	£ 54 13 2½	2 1 23	Total income	£ 54 13 2½

We have omitted in the above account the sum of 96*l.* 16*s.* under the head of *Labour*, on account of an equal sum being returned for maintenance, which would leave the same *Balance* in favour of the Board. The income may be considered large, according to the quantity of land in occupation, but our system has been, to raise a large income with the least expenditure. Also it must be borne in mind, that the land produced a double crop—except that portion planted with potatoes; so the amount would have been considerably greater, had it not been a season of unparalleled cheapness. The item under the head of Rent and Taxes is only assumed, in this instance, in order to show that a profit may be obtained under proper management. We have charged 1*l.* 4*s.* for the depreciation of tools belonging to the establishment, because we have no regular stock of implements of our own, or rather for our particular use. We have further to state that the crops generally were abundant and good, with the exception of the potatoes, which have proved a loss to the workhouse, through the disease prevalent in this neighbourhood, and we fear generally. In conclusion, gentlemen, we are thankful for the privilege granted us, of acquiring some knowledge of a science—*divinely appointed*; for the three first men in the world were a gardener, a ploughman, and a shepherd—in the persons of Adam, Cain, and Abel. And as *agriculture* is the source of all other arts and sciences, we hold it in the greatest estimation, and conclude in the words of the poet:

“In ancient times, the sacred plough employ’d
The kings and awful fathers of mankind.”—THOMPSON.

We beg leave, Gentlemen, to subscribe ourselves,

Your very obedient and humble servants.

(Here follow signatures.)

AGRICULTURAL REPORT of the Workhouse School, Stoke-upon-Trent. for the year 1851.

THE GENTLEMEN OF THE BOARD OF GUARDIANS,

WE, whose names are attached, most respectfully beg leave to lay before the Board our second annual Report and accounts, which we presume will be found correct, accompanied as it is with an explanation of all the items in the annexed Report.

Date.	Expenditure.	Date.	Income.
	£ s. d.		£ s. d.
Nov. 20	To Cost of seed for the land - 7 8 1	Nov. 20	By Cash received for articles sold 43 11 10
"	Cost of manure for ditto - 28 7 10	"	Articles for the use of the horse 6 19 3
"	Cost of new tools for boys - 6 18 2	"	Articles for house consumption 24 9 0
"	Rent and taxes of the land - 27 0 0	"	Articles for feeding pigs - 4 2 1½
"	Cost of team work on ditto - 1 10 0	"	Value of stock in hand - 4 12 1½
	Total outlay - - - 71 4 1		
	Balance in favour of the board 11 10 3		
	Total - - - £ 82 14 4		£ 82 14 4

We may congratulate the Guardians and ourselves on the success attending our little farm and the satisfactory state of the accounts. It might truly be said we have been labouring under difficulties. In the first place, one third of the land was in the occupation of the off-going tenants, and our portion of that crop did not pay the rent of the same. In the second place, we consider it very injudicious to grow such a breadth of land with potatoes, which we consider may be called a precarious crop, and by this the Guardians have lost about 20*l*. This loss is attributable to the very limited power placed in the schoolmaster, who ought to have been allowed to dispose of the crop in the earliest and best market. If such had been the case, five sixths of the crop would have been disposed of previous to the disease making its appearance.

We have charged all the land together this year, because we cultivated part of the old land; but if that done by the men were not charged in this account, it would leave us 9*s*. 9*d*. in debt. Besides, omitting it would not show the true nature of the accounts.

The whole of the new land under cultivation has been wholly cultivated by us. We have had altogether about six acres under spade cultivation this year, which to each boy capable of using a tool leaves an average to each of about half an acre. The rest of the boys have been employed in lighter work, such as weeding, picking stones, &c.

We have dug about three acres, and sown it with wheat since the potatoes were got up; consequently that will be out of cultivation for one year, while we turn our attention to that part lately come into our possession.

We think it right to define a few of the items in this account for the purpose of being the more easily understood. The cash, 43*l*. 11*s*. 10*d*., was obtained by disposing of the wheat, oats, cabbage, and 254 bushels of potatoes; but a large quantity of those potatoes sold were diseased ones, which were disposed of at a mere nominal price. The cash has been delivered into the hands of Mr. Brown as follows: for wheat, 7*l*.; potatoes, 15*l*. 14*s*. 6½*d*.; oats, 12*l*., and sundry articles, 8*l*. 17*s*. 3½*d*.; total, 43*l*. 11*s*. 10*d*.

The charge for the horse consists of 25 cwt. 2 qrs. of clover hay at 3*s*. 6*d*. per cwt., which amounts to 4*l*. 9*s*. 3*d*. The remainder is charged for green oats, vetches, and clover, supplied as wanted, amounting to 1*l*. 10*s*., making a total of 5*l*. 19*s*. 3*d*.

The articles for house consumption consist chiefly of potatoes: The entire crop amounted to 582 bushels at 90 lbs. per bushel, which at 2*s*. per bushel would have produced 58*l*. 4*s*.; but 254 bushels of that quantity were sold at a loss, which left for the house 328 bushels. But then, to make the loss appear in our Report, we have taken one third of the number of bushels for

which we make no charge; so, instead of 328 bushels, we say 218½ bushels at 2s., which amounts to 21l. 17s. The remaining 2l. 12s. is charged for cabbage and other articles supplied at different times to the house.

The charge for pigs is about 109½ bushels of diseased potatoes, which we consider were worth 9d. per bushel, and amounting to 4l. 2s. 1½d.

We have omitted the charge for labour, as in our former Report, because our wages we receive in the form of maintenance, which is of equal value to the charge for labour; consequently it leaves the same balance in favour of the Guardians.

The cost of seed consisted of 44¾ bushels of potatoes at 3s. per bushel, amounting to 6l. 14s. 3d.; 1 lb. of cabbage seed, 8s.; and turnip and lettuce seed, 5s. 10d.; total, 7l. 8s. 1d.

Our charge for manure is also great, but without it we could have had no hopes of a crop, from the exhausted and filthy state of the land. It consisted of 86 tons 13 cwt. of stable manure at 6s. per ton, which amounted to 25l. 19s. 10d., and 36 horse-loads of lime at 1s. 4d. per horse-load, amounting to 2l. 8s.; total, 28l. 7s. 10d.

Our charge for tools is great, but we consider they will last at least three years; so only one third of their value falls upon this year, the other two thirds being credited as stock. They consist of 23 spades, 23 forks, 5 hoes, and 1 rake.

The item for rent does not contain any charge for the land belonging to the Guardians, but for that which was entered upon last Lady-day.

Before we conclude, Gentlemen, we wish to make a few remarks as to the future management of the land under our care, which we hope may meet your approbation. In the first place, we most respectfully beg leave to propose to the Board, that the land intended exclusively for us may be minutely described, because the Poor Law Commissioners and the Council on Education have a decided objection to boys being placed to work with adults, and in fact we have no desire ourselves to do so.

In the second place, we hope the Board will consent to allow the school-master unlimited power in the management of the land allotted to us, otherwise we feel certain it will not be cultivated with any great advantage; but at the same time he begs us to state most respectfully that he is willing to be anything or nothing for the good of the parish.

Thirdly, when Her Majesty's Inspector was here he expressed a hope that the Board would eventually allow us to have the management of a cow or two, which we consider would add materially to our knowledge, as well as a source of much profit; but if the Board object to milking cows, we should be able to stall-feed some, for a large quantity of valuable green stuff is wasted every year; also we have plenty of room for two cows already, with the trifling expense of a couple of stall-posts and troughs.

Gentlemen, we beg leave to thank you sincerely for the privileges already enjoyed, and we hope by our good behaviour and industry to prove ourselves worthy of still greater privileges. Hoping this may meet your entire approbation,

We beg leave, Gentlemen, to subscribe ourselves,

Your very obedient and humble servants.

(Here follow signatures)

APPENDIX B.

SPALDING UNION School Report, commencing 1st July 1850, and ending 31st December 1850.

Total number of Children who have been in the School during the whole or any part of the above period.		Average weekly number of Boys in the School.	Average weekly number of Girls in the School.	Number of Boys gone out of School to Service during the above period.	Number of the same Boys who have come back from Service during the above period.	Number of Girls gone out of School to Service during the above period.	Number of the same Girls who have come back from Service during the above period.	Number of Boys who have been employed on the Workhouse Land during the whole or any part of the above period.	Number of Girls who have been employed in the Dairy, or other industrial work, during the whole or any part of the above period.	Names of Trades taught, with the number of Boys who have at any time during the above period been instructed in such Trades.	Amount for Work done in the Shoe-makers' and Tailors' Shops.	Quantity of Land appropriated to Industrial Training.
Boys.	Girls.									Shoe-makers, 4.	£ s. d.	A. R. P.
91	78	49	34	3	2*	5	2	18	22	Tailors, 7.	11 8 0	3 2 0
											19 4 0	

Total Amount of Rent and Taxes paid or payable during the above period in respect to such Land.	Total Amount of outlay in Money upon the Land during the above period.	Cost of Implements.	Names of the Crops grown.	Value of the Crops at Market prices.	Of which remaining on hand.
£ s. d.	£ s. d.	£ s. d.		£ s. d.	
0 14 7	8 13 10†	23 9 11‡	Carrots	1 5 0	2 cows, 7 pigs, which weigh about 12 stone each, and about 10 cwt. of hay, and 7 ton of mangold-wurzel and Swede turnips.
	22 18 5§	42 2 0	Onions	2 13 4	
		11 8 9¶	Turnips	6 0 0	
			Mangold-wurzel	5 0 0	
			Cabbages	6 0 0	
			Potatoes	9 18 0	
			Barley	4 5 0	
			Milk	24 18 0	
			Pigs sold	29 14 0	
			Total	83 18 4	

* One of the boys left on account of ill-treatment of his master, and the other because his master and the Guardians could not come to terms.

† For seeds.

‡ Includes wood for cow-sheds and pigsties.

§ For labour.

|| Cows and pigs bought.

¶ Paid for linseed cake, hay and straw.

REPORT of the INDUSTRIAL TRAINING COMMITTEE of the SPALDING UNION.

Spalding Union House, 5 April 1852.

THE Industrial Training Committee, in presenting to the Board of Guardians their report and accounts, desire to impress upon the members of the next Board the great importance of continuing the industrial training, not so much for the profit as for the healthy occupation of the boys who work in the field, and the preparing them for that sphere of life in which it has pleased Providence to place them. Living as we do in an agricultural district, we think we are justified in training them for that occupation. We have kept a watchful eye over the time table that there has been no infringement, to prevent them from receiving a useful education, as we have only employed a limited number of hours; the working hours are noted down by the schoolmaster, and the committee has fixed a rate of wages upon a fair and equitable value, as if the same had been piece work. We never allow any others besides the boys to work in the field, and they feed the pigs and attend to the cows. We regret the many changes of schoolmasters during the present year, and had it not been for the Governor's assistance all our endeavours would have been frustrated. We have charged contract prices for the articles supplied to the establishment, and our pigs and cows when sold are disposed of in the open market and by public auction; we have charged ourselves with rent, taxes, and labour, &c. &c. The girls are taught to milk, wash, &c., and are visited every fortnight. We feel confident that the carrying out of this system will so prepare them that they will be a credit to the establishment and useful members of society. We hope the accounts presented to the Board will be satisfactory, and convince every unprejudiced mind that we have not increased the expenses of the establishment.

Signed, on behalf of the committee,

W. WAYET, *President.*

ED. PROCTOR, *Honorary Secretary.*

*To the Board of Guardians
of the Spalding Union.*

A STATEMENT of the Expenditure and Receipts upon 3½ Acres of Land, by the Industrial Training Committee
Spalding Union, from 5 April 1851 to 5 April 1852.

EXPENDITURE.		RECEIPTS.			
1851.		£ s. d.	1851.	£ s. d.	
April 7	To Tenant-right for labour	4 8 9	June 2	By Cash advanced by the Board of Guardians	29 0 0
" 8	" " for plants, seeds, and potatoes in stock	2 2 0	" 24	" " for 4 pigs sold by auction	10 16 0
" 10	" " for 2 cows and 4 pigs	22 16 0	" 28	1,240 quarts of milk from 6th April to 28th June	10 6 8
June 10	5 pigs at 28s. 6d. each (2 afterwards died)	7 2 6	July 26	450 quarts of milk from 28th June to 26th July, at 2d. per quart	3 15 0
" 16	Amount of bills for hay, cake, and barley	4 8 6	Aug.	432 quarts of milk from 26th July to 23d August, at 2d. per quart	3 12 0
" 27	Barley, Italian rye grass, onion and other seeds, together with 28 cwt. of hay	6 14 0	Sept. 20	402 quarts of milk from 23d August to 20th September, at 2d. per quart	3 7 0
" 29	Amount of bills for straw, cake, seed potatoes, and sundries for labour up to this date	2 19 11	Oct. 7	Cash for 4 pigs sold by auction	13 1 0
July 8	4 pigs at 34s. each	6 16 0	" 30	" for a cow sold by ditto	6 1 6
" 26	A month's amount for labour	0 14 8½	Oct. 18	300 quarts of milk from 20th September to 18th October	2 11 0
" 28	Amount of bills for hay and cake	3 0 0	" 31	Cash for a calf sold	0 16 0
Aug. 23	A month's amount for labour	1 0 0	Nov. 17	" for 3 pigs sold by auction	11 9 0
Sept. 26	" " " "	0 19 8	" 18	" for 2,220 cabbages sold	0 18 6
Oct. 7	5 pigs at 30s. 6d. each	7 12 6	1852.	" for 5 pigs sold by auction	20 6 0
" 18	A month's amount for labour	0 11 9	Jan. 13	" for 50 bushels of potatoes at 1s. per bushel	2 10 0
" 27	A cow bought for	12 9 0	" 23	2,372 quarts of milk from 18th October 1851 to 5th April 1852	19 15 4
" 31	Amount of bills for hay and cake	3 2 6	April 5		
Nov. 15	A month's amount for labour	1 7 6			
1852.					
Jan. 13	4 pigs bought for	5 9 6		Stock valued—4 pigs	7 0 0
" 30	Amount of bills from 1st December 1851 to 30th January 1852	11 10 9	" "	" —2 cows	24 0 0
Mar. 22	6 sacks of potatoes, 1 lb. of onion and 1 lb. of carrot seed	1 10 3	" "	Husbandry implements	1 10 0
" "	1 quarter of barley for fattening pigs	1 9 0	" "	Cabbages	0 10 0
" "	Medicine for the pigs	0 1 0	" "	Potatoes and other seeds in growing	2 19 3
April 5	Amount of labour from 12th January to 5th April	1 10 0	" "	Labour	4 8 9
" "	Rent rates and swill	12 14 3	" "		40 8 0
					£ 169 13 0
		£ 126 12 2½			

APPENDIX C.

HOLBEACH UNION INDUSTRIAL A. C.

Cultivation of 3 acres of Land.—25 March 1849 to 25 March 1850.

Dr.			Cr.		
1849. Dec. 5	To Seed wheat, Longbottom, 6 pecks	£ s. d. 0 7 6	1850. Jan. 8	By Master of the workhouse for straw - - - - -	£ s. d. 1 0 0
	Seed wheat, master of workhouse, 5 pecks	0 6 8		Master of the workhouse for 6,000 lbs. weight of potatoes - - - - -	6 5 0
	8 bushels seed potatoes	0 18 8		Barker, J. C., 4 tons mangold-wurzel, at 10s. per ton	2 0 0
	2 lbs. carrot seed - - -	0 2 0	Feb. 2	Master of the workhouse for 13 cwt. 39 lbs. of bread	4 13 5
	1½ lbs. turnip seed - - -	0 1 3	Mar. 23	Master of the workhouse for 38 sacks of potatoes, at 6s. 6d. per sack	12 7 0
	4 lbs. mangold-wurzel seed	0 2 0		2 cwt. of bran consumed by the pigs	0 8 0
	Tools - - - - -	0 12 6		13 stone of offal consumed by ditto	0 9 9
	Poor rate - - - - -	0 6 4		20 bushels of waste potatoes consumed by ditto	1 0 0
	Highway rate - - - - -	0 0 5		Meal from seed wheat spare, consumed by ditto	0 15 10
	Tithe rentcharge - - - - -	0 18 3	" 25	91 cwt. of mangold-wurzel consumed by the red cow, at 6d. per cwt., being 7 cwt. per week	2 5 6
	Wheat threshing - - - - -	0 18 0		66 cwt. of mangold-wurzel consumed by the black cow, at 6d. per cwt., being 7 cwt. per week	1 8 0
1850. Jan. 7,	Clover seed, 1½ stone	0 6 3			6 7 1
Feb. 20	2 pecks ashtop seed potatoes	0 2 6			
	½ lb. onion seed - - -	0 1 0			
" 21	30 score of cabbage plants	0 3 6			
	Dressing and baking 108 stone of meal, the produce of the wheat - - - - -	1 15 0			
Mar. 25	7½ pecks seed wheat - - -	0 9 1			
	Marling and twine - - -	0 1 6			
	A year's rent - - - - -	6 0 0			
	The Guardians, interest on cash advanced - - - - -	0 12 7			
	Sundries - - - - -	0 2 5			
	Balance - - - - -	18 5 1			
	Total - - - - -	£ 32 12 6		Total - - - - -	£ 32 12 6

DR.		Cows.		CR.	
1849. Dec. 5	To 5 tons of hay - - - - -	£ s. d.	1850. Jan. 8	By Perkins, B., for a calf - - - - -	£ s. d.
" 10	Trussing and carriage - - - - -	6 7 6	" 28	Fryer, Mr. - - - - -	1 3 0
" 20	Straw - - - - -	1 5 0	Mar. 25	Master of the workhouse for 318 gallons of milk - - - - -	10 12 0
	Cost price of a cow in calf - - - - -	12 0 0			
1850. Jan. 14	2 scuttles at 2s. 6d. each - - - - -	0 5 0			
" 16	2 lbs. of Scotch oatmeal - - - - -	0 0 8			
	Dairy utensils - - - - -	0 5 0			
Feb. 9	Hay knife - - - - -	0 3 6			
" 21	Cost price of a cow in calf - - - - -	12 5 6			
" 21	Cow to the bull - - - - -	0 2 6			
" 25	Straw for bedding - - - - -	1 2 6			
" 25	Turnip knife and chains - - - - -	0 7 2			
" 28	Oatmeal - - - - -	0 1 3			
Mar. 18	Drink for the cow, and ale - - - - -	0 1 8			
" 25	147 cwt. of mangold-wurzel - - - - -	3 13 6			
	Balance - - - - -	27 15 3			
	Total - - - - -	£ 40 15 8		Total - - - - -	£ 40 15 8

DR.		Pigs.		CR.	
1849. Dec. 10	To Straw - - - - -	£ s. d.	1850. Mar. 25	By balance - - - - -	£ s. d.
" 25	Cost price 2 pigs - - - - -	1 0 0			
" 25	" 3 pigs - - - - -	3 3 0			
	Hogwash from the kitchen - - - - -	2 19 6			
1850. Feb. 11	24 bushels of waste potatoes - - - - -	1 15 0			
" 21	Barley meal and shorts - - - - -	1 4 0			
" 21	Straw - - - - -	0 5 4			
" 28	2 gilts to boar - - - - -	0 17 6			
Mar. 25	26 stone of barley-meal - - - - -	0 5 0			
	2 cwt. of bran - - - - -	2 2 0			
	13 stone of offal - - - - -	0 8 0			
	20 bushels of waste potatoes - - - - -	0 9 9			
	Meal - - - - -	1 0 0			
		0 15 10			
		2 13 7			
	Total - - - - -	£ 16 4 11		Total - - - - -	£ 16 4 11

DR.		The Guardians.		CR.	
1850.		£ s. d.	1849.		£ s. d.
Mar. 25	To balance - - - -	56 1 11	Mar. 19	By cash - - - -	6 7 6
			Dec. 8	" - - - -	8 0 0
			" 24	" - - - -	24 14 5
			1850.		
			Jan. 7	" - - - -	5 0 0
			Feb. 4	" - - - -	12 0 0
	Total - - - -	£ 56 1 11		Total - - - -	£ 56 1 11

DR.		Capital.—25 March 1850.		CR.	
	£ s. d.		£ s. d.		
To Debt owing to the Guardians	- 56 1 11	By 8 tons of mangold-wurzel at 10s.	- 4 0 0		
Profit - - - -	- 26 18 10	Tenant right - - - -	- 1 2 4		
		Tools - - - -	- 0 9 5		
		Cows - - - -	- 21 0 0		
		Utensils - - - -	- 0 15 6		
		4 tons of hay, at 36s. 5d.	- 7 5 8		
		Pigs - - - -	- 18 1 0		
		Cash - - - -	- 30 6 10		
	Total - - - -		£ 83 0 9		

DR.		Profit and Loss.—25 March 1850.		CR.	
		Cultivation of Land, (Profit.)	£ s. d.	£ s. d.	
		Actual cash balance - - -	18 5 1		
		8 tons of unconsumed mangold-wurzel, at 10s. - - -	4 0 0		
		Tenant right, being cost of seed - - -	1 2 4		
		Cost price of tools, less 25 per cent. - - -	0 9 5		
		Actual profit of cultivation of 3 acres of land, from 25th March 1849 to 25th March 1850, being one year.		23 16 10	
		Cows.			
		Value of 2 milch cows - - -	21 0 0		
		4 tons of unconsumed hay - - -	7 5 8		
		Cost price of implements, less 25 per cent. - - -	0 15 6		
			29 1 2		
		Cash balance - - -	27 15 3	1 5 11	
		Profit, from 25th December 1849 to 25th March 1850, being $\frac{1}{4}$ of a year.			
		Pigs.			
		One fat pig, 20 stone, at 4s. per stone - - -	4 0 0		
		Three fat pigs, 15 stone each - - -	10 1 0		
		One breeding sow - - -	4 0 0		
			18 1 0		
		Cash balance - - -	16 4 11		
		Profit of pigs for the same period - - -		1 16 1	
		Total profit - - -	£	26 16 10	

Produce of the past year, 1850.

	£ s. d.
Mangold-wurzel - - - -	5 0 0
Turnips - - - -	2 0 0
Potatoes - - - -	4 0 0
Small seeds - - - -	0 6 0
Wheat - - - -	5 16 0
Straw from the wheat - - -	1 10 0
Clover which the cows have consumed during the summer, 1850 - - -	5 9 3
Cabbage and ashtop potatoes - - -	0 5 10

Total - £24 7 1

The amount of produce of 1850 is less than in 1849, but this difference between the value of root crops, as compared with the value of clover, is made up in the profit of cows, which will be made up at the close of the year ending 25 March 1851.

Cultivation of 3 acres of Land.

Dr.

25 March 1850 to 25 March 1851.

Cr.

1850.		£ s. d.	1850.		£ s. d.
April 10	To seed potatoes	0 5 6	Mar. 25	By balance	18 5 1
	Seeds	0 4 6	April 4	Bycroft, R., for mangold-wurzel	0 16 0
May 4	Bycroft, R., for mangold-wurzel seed	0 11 3		Beeston, B., do.	0 4 0
Sept. 11	Labour and expense upon the land	0 10 0		Jesson, do.	0 4 0
	Wheat threshing	1 10 0		50 cwt. ditto consumed by the black cow	1 5 0
	The Guardians interest on cash advanced by them	0 17 8		50 cwt. ditto consumed by the red cow	1 5 0
	Manure from the cows	4 0 0		Clover consumed by the 2 cows during 18 weeks, from the 24th May	5 8 0
Oct. 15	Ditto pigs	3 10 0		15 cwt. carrots consumed by pigs	0 15 0
Jan. 21	Poor rate	0 3 2	June 25	Master of the Workhouse, for carrots	0 4 0
	Stationery, postage, stamps, &c.	0 4 8		Master of the Workhouse, for straw	2 0 0
	Tithe rentcharge	0 16 1		Do. cabbages	0 2 2
	Armstrong, for catching moles	0 1 6	July 13	Do. potatoes	0 3 4
	Tools	2 18 6		Do. cabbages	0 2 6
	Barker, J. C., for straw	2 0 0	Sept.	116 stones wheat	5 16 0
Mar. 25	A year's rent of land	6 0 0		Straw consumed by cows	1 10 0
				4 tons turnips	2 0 0
	Balance	23 6 3		11 tons mangold-wurzel	5 10 0
		£ 46 19 1		Fell, Mr., for straw	1 0 0
				Small seeds	0 9 0
					£ 46 19 1

Dr.

Cows.

Cr.

1850.		£ s. d.	1850.		£ s. d.
Mar. 25	To balance	27 15 3	May 20	By sale of calf	1 4 6
May 13	Mangold-wurzel consumed	2 10 0		Do. red cow	7 15 0
May 17	Cow in calf	10 15 0	June 22	413 gallons milk supplied to the Workhouse	13 15 4
Aug. 16	Milk pans for dairy	0 2 7		Butter	0 3 0
	Agistment for cows	0 16 6		Milk	0 4 1
	Curtis for oils	0 1 2	Sept. 21	Milk consumed by pigs	0 4 11
	Straw, the produce of the land	1 10 0		428 gallons milk supplied to the Workhouse	14 5 4
	Expenses attending sale of cow	0 1 6		Manure	4 0 0
	Snary, W., currycomb	0 0 10	Dec. 24	411 gallons milk supplied to the Workhouse	13 14 0
	Tobacco used on the cows	0 0 11	1851.		
	Brister, W., for cows to bull	0 5 0	Jan. 18	Longbottom, J., for calf	0 15 0
	Scuttles repairing	0 2 0	Mar. 25	275 gallons milk supplied to the Workhouse	9 3 4
	Clover consumed by the cows	5 8 0		Balance	19 4 6
Oct. 12	Long, J. J., for straw	3 0 0			
	Milk	0 2 0			
	Do., Coxon, H. C.	5 5 3			
	Palmer, Mr., 1½ tons hay	4 2 6			
	Longbottom, J., cow in calf	13 0 0			
	4 tons turnips	2 0 0			
	11 tons mangold-wurzel	5 10 0			
	Plowright, for agistment of black cow	1 3 0			
	Watson, I., for stone trough	0 17 6			
		£ 84 9 0			£ 84 9 0

Dr.

Pigs.

Cr.

1850.		£ s. d.	1850.		£ s. d.
Mar. 25	To balance	16 4 11	April 19	By Coupland, R., pork at 4s. per stone	4 5 0
April 12	2 pigs	2 10 6	May 27	The Workhouse, 15 st. at 4s. 6d.	3 7 6
	15 cwt. carrots, the produce of the land	0 15 0	Aug. 17	Beeston, B., 26 st. at 4s. 3d.	6 2 6
	Tuxford, J., barleymeal	4 18 2		Do. 22 st. at 4s. 3d.	4 17 0
	Do. do.	1 10 2	Sept. 19	Thompson, 14 st. 11 lb. at 4s. 6d.	3 6 5
Aug. 13	Milk from the cows	0 4 11		Manure	3 10 0
" 10	Dobson, for cutting pigs	0 1 0	Nov. 12	Bycroft, R., 22 st. 6 lb. pork, at 4s.	4 9 6
" 27	Tuxford, J., barleymeal	1 10 5		Coupland, R., 17 st. 2 lb. at 4s.	3 8 6
	The master of the Workhouse, for 9 bushels of waste potatoes	0 3 9		Beeston, B., 13 st. 12 lb. at 4s. 3d.	2 19 0
Oct. 11	2 pigs in Holbeach Market	2 13 0		Beeston, B., 15 st. 5 lb. at 4s. 3d.	3 5 0
	Carter, J., 10 sacks potatoes	0 15 0		Balance	1 19 11
	116 stones barleymeal	5 16 0			
	The master of the Workhouse for hog-wash	2 12 6			
	Long, J. J., for straw	1 15 0			
		£ 41 10 4			£ 41 10 4

DR.

Capital.

CR.

1851. Mar. 25	Profit	£ s. d.	1851. Mar. 25	By	£ s. d.
	- - -	65 1 7		Straw	3 10 0
				Cows	34 0 0
				Tools	2 10 7
				Pigs	5 10 0
				Hay	2 13 0
				Manure	7 10 0
				Mangold-wurzel	2 10 0
				Potatoes	4 2 6
				Utensils	0 11 8
				Cash balance	2 1 10
		£ 65 1 7			£ 65 1 7

Profit and Loss.—25 March 1851.

Cultivation of Land, (Profit.)		£ s. d.	£ s. d.
Actual cash balance	- - -	23 6 3	
5 tons of unconsumed mangold-wurzel, at 10s.	- - -	2 10 0	
Value of tools, less 25 per cent.	- - -	2 10 7	
Fifteen sacks potatoes, at 5s. 6d. per sack	- - -	4 2 6	
			32 9 4
Cows.			
Value of 3 milch cows	- - -	34 0 0	
1 ton unconsumed hay	- - -	2 15 0	
Value of utensils, less 25 per cent.	- - -	0 11 8	
Straw	- - -	2 0 0	
Manure	- - -	5 0 0	
		44 6 8	
Balance	- - -	19 4 6	25 2 2
Pigs.			
Value of 3 pigs	- - -	5 10 0	
Straw	- - -	1 10 0	
Manure	- - -	2 10 0	
		9 10 0	
Balance	- - -	1 19 11	7 10 1
Total profit	- - -	£	65 1 7

APPENDIX D.

Potterspurty Union Workhouse,
7 January 1852.

SIR,

IN reply to yours received, and according to promise, I beg to enclose a statement of the crops grown on the land cultivated by the boys of the Potterspurty Union Workhouse School, their product, and value.

And at the same time it perhaps would not be out of place to state the reasons why I consider out-door industrial training has not become more generally attached to Workhouse schools.

From inquiry I find a great many Boards of Guardians are favorable to it, and see the great advantages to be derived from such employment, but from the following reasons they have not carried it out:—

1st. With some there is no land convenient to the workhouse, which is certainly a great consideration.

2d. A great number of workhouses being in the neighbourhood of market towns, the price of small pieces of land is very high, ranging from 5*l.* to 8*l.* per acre, which again becomes a barrier.

And a third reason has been, that many have thought it impossible, with from 10 to 15 boys from 9 to 14 years of age, to cultivate from 4 to 6 acres of land without having to employ extra labour, which there is a very strong feeling against.

The two first reasons are those over which I have no control; therefore I must leave them, hoping that many Boards of Guardians will be able to overcome those obstacles when they are fully aware of the great benefit derived by the boys from out-door labour, not only as preparing them to get their own living and become useful members of society, but also a great assistance in keeping them in bodily health; and these, taken in conjunction with the considerable profits to the Unions from such employment, will induce them to make the trial.

It is as to the third reason assigned that I wish to make a few remarks, having had the management of the land attached to this workhouse school for the last two years. I think it possible to show that by growing a variety of crops, say, for instance, winter beans, wheat, barley, peas, potatoes, carrots, turnips, and mangold-wurzel, the seed-time and harvest of which vary considerably, you may find employment all the year round, without being overburdened at any particular season, or causing the boys to neglect their school duties.

The first year of possession not considered, it requiring that time to get the land into proper working order; this done, and the following routine will be found practicable:—

Commencing the year from New Michaelmas. The close of September and October employed in getting up and housing potatoes, preparing the potato land, and setting winter beans and wheat. November, in turning up such land as is vacant, cutting hedges, and cleaning out water-courses. December and January, in getting up and storing turnips, manuring and preparing the ground for spring crops; wet days, thrashing beans and barley, sorting potatoes and other store crops. I may state here, that the manure being got on the land and dug in at this time, the work of the spring seed-time is half accomplished; for instance, the ground once ready in the winter, barley and other crops may be put in at the proper season without further preparation. February, employed hoeing winter beans and wheat; wet days as before. March, sowing carrots, early potatoes, and attending winter crops; wet days as before. April, setting barley and potatoes, and general weeding and cleaning. May, planting potatoes and mangold-wurzel, and preparing for turnips. June, sowing Swede turnips and hoeing potatoes, also general weeding and cleaning. July, first part sowing white turnips, latter end cutting winter beans. August, reaping wheat and barley, and digging early potatoes. September, digging up potatoes, and again preparing the land for winter crops.

I think it will be found, from this system of employing each month, that there is always plenty of work without having more at any particular period than can be easily accomplished.

Winter beans being a crop that has not been generally grown till of late, I have no doubt many are prejudiced against them, and consider them inferior to spring beans. I can say from experience that I have found them to yield better, and the quality not at all inferior. The present year I have a produce of 9 quarters 1 bushel off 5 roods of ground, weighing 67 lbs. per bushel, and for quality I have seen no spring beans better this season.

Hoping these few remarks will be acceptable,

I subscribe myself, &c.

H. G. Bowyer, Esq.

(Signed)

W. F. WHISTON.

H. M. Inspector of Schools,

Privy Council Office, London.

STATEMENT of CROPS grown on 7 Acres of Land.

Name.	Quantity of ground.	Produce.		Price.	Value.
		A.	R. P.		
Peas	0 2 10	Qrs.	Bush.	at	£ s. d.
Barley	0 3 0	3	6	32s.	6 0 0
Beans	1 1 0	6	6	23s. 6d.	7 18 7½
Potatoes	2 2 0	9	1	26s.	11 17 3
Turnips	1 0 0	0	724	1s. 8d.	60 6 8
Carrots	0 2 0	0	700	4d. and 5d.	13 10 10
Mangold-wurzel	0 0 25	9 Tons	10 Cwt.	28s.	13 6 0
Cabbage	0 0 30	3	" 0 "	18s.	2 14 0
Onions, &c.	0 0 15	-	-	-	3 0 0
Straw	-	-	-	-	2 10 0
Total	7 0 0	-	-	-	£125 0 4½

7) 125 0 4½

17 17 2½ per acre.

APPENDIX E.

SIR, Union House, Stamford, 3 January 1851.

INDUSTRIAL training in spade-labour is found to be very beneficial in invigorating the boys for active life, and improves their faculties for school duty. I observe after they become acquainted with manual labour, they are anxious to leave the workhouse, and during the last three years none of the schoolboys who have left the house for service have returned, and at the present time I have only one of sufficient size to obtain a living by agricultural labour. From what I have heard spoken in the neighbourhood, the industrial training facilitates their obtaining employment.

The piece of land which the boys have to cultivate had not all undergone the dressing of being turned up from two to four feet, to get out the stone and levelling, and for want of manure the land is poor, but the crops generally were tolerably good. The potato crop not being productive in 1849, I last year tried different garden-seeds; some have turned out profitable, and all have produced much valuable instruction for the boys. On the other side I send a statement of the different crops grown and their value.

No in-door labour is done by the boys, except shoes, knives, forks cleaned, &c. The girls are occupied, except three hours each day in school, in keeping the children's apartments in order, in making the whole of their own and part of the boys' clothing. During the last year they have made for themselves and boys 52 frocks, work valued at 8d. each, 120 pinafores at 1d., 60 chemises at 3d., 100 petticoats at 2d., 160 pairs of stockings at 4d., half knitted 90 pairs at 2d., 40 boys' slops at 6d., 60 boys' shirts at 3½d., mended shirts, stockings, &c. Total value of new work, 9l. 2s. 2d.

Since August last, the girls have also made the following articles for the missionary basket, materials found by the chaplain: 20 pairs of children's socks, work valued at 10s., 5 toilet cushions at 3s. 4d., 5 knitted covers at 2s. 6d., 3 dozen small pincushions at 3s., 12 shirts at 12s. Total 1l. 10s. 10d. + 9l. 2s. 2d. = 10l. 13s.

I am, Sir, &c.,

(Signed)

WILLIAM ROWSON,
Schoolmaster.

To H. G. Bowyer, Esq.

Expenses.

The expenses of the land are trifling; as it is the property of the Guardians, no rent is paid, and the taxes under 5s. per annum. The expenses for the past year are as follows:—

	£	s.	d.
Implements and repairs of ditto	-	1	10 0
1 ton of lime, 5 cwt. salt for manure	-	0	15 0
Seeds, &c., sown and planted	-	1	13 9
Supposed rent of land, as accommodation land	-	4	13 0
Total	-	8	11 9

Copy from Labour Book.

Stamford Union Yearly Statement, December 1850.

Crops grown.	Quantity of land.	Produce.	Value of first crop.	Value of second crop.	Total.
	Yards.		£ s. d.	£ s. d.	£ s. d.
Herbs for soup, radishes and lettuces.	160	- - - -	1 0 0	- -	1 0 0
First crop cabbages—second crop turnips.	260	680 cabbages $\frac{1}{2}$ d. each—15 barrows full of turnips.	1 7 6	0 7 6	1 15 0
First crop ashtops—second celery, cabbages, and leeks.	288	12 $\frac{1}{2}$ pecks potatoes 11s. 5d.—12 ditto 8s.—40 score celery 11.—leeks 6s.	0 19 5	1 7 1	2 6 6
First crop peas—second celery and cauliflowers.	72	6 pecks peas 5s.—8 score celery 4s.—cauliflowers 1s. 3d.	0 5 0	0 5 3	0 10 3
First crop peas—second turnips.	306	28 pecks peas 14s. 2d.—turnips at 57. per acre.	0 14 2	0 6 3	1 0 5
Onions	686	120 pecks or 1,920 lbs. at 10d. per peck.	5 0 0	- -	5 0 0
Carrots and parsnips	464	2 tons carrots at 17. 10s.—2 $\frac{1}{2}$ cwt. parsnips at 2s.	3 5 0	- -	3 5 0
Potatoes	970	136 pecks at 6d.—36 pecks at 2d.	3 14 8	- -	3 14 8
Beans, Windsor	184	10 pecks at 4d.— $\frac{1}{2}$ peck at 2s.	0 4 4	- -	0 4 4
Plants, cabbages, &c.	48	5,500 at 3d. per 120	0 11 3	- -	0 11 3
Rhubarb, spinach, and mercury.	40	- - - -	0 8 0	- -	0 8 0
Onions, carrots, and turnips	-	Used for soup and sold	1 4 3	- -	1 4 3
Compost heap	112	10 pecks artichokes at 6d.—cabbages 1s.	0 9 0	- -	0 6 0
Turnip seed	600	6 pecks at 6s.	1 16 0	- -	1 16 0
First crop seed—second savoys, &c.	96	1 $\frac{1}{2}$ peck at 8s.	0 4 6	0 2 6	0 7 0
Lettuce seed	320	20 lbs. at 3s.	3 0 0	- -	3 0 0
Carrot seed	570	96 lbs. at 6d.	2 9 0	- -	2 9 0
Radish seed	471	3 pecks at 6s.	0 18 0	- -	0 18 0
Total	5,627	1 acre 26 perches.	27 7 1	2 8 7	29 15 8

SIR,

Wortham House, 4 January 1851.

IN reply to your communication of the 31st ultimo, I trust you will excuse my apparent dilatoriness in not acceding to your request earlier, when I inform you that this unavoidable delay was occasioned by the very recent alteration I have made in the clothing department. I may here remark, that not only the clothing for this house, but likewise that of the Eye House, is made up by the boys; and that each boy is provided with a day-book, in which he enters the work done by him during the day; and the tailor puts the value on it accordingly. At the expiration of the week the books are brought to me, and I enter in my industrial book the amount earned by each boy.

The subjoined will perhaps more clearly elucidate my plan:—

Third week of the quarter ending March. 1851.

<i>Shoemakers.</i>			<i>Tailors.</i>		
		<i>s. d.</i>			<i>s. d.</i>
Fred. Everson	-	2 9	Edward Waldron	-	2 0
Robt. Everson	-	2 0	Daniel Diggons	-	2 9
James List	-	2 6	Benjamin Blowers	-	2 6
			John Cocksedge	-	2 0
Total	-	<u>7 3</u>	Total	-	<u>9 3</u>

Total for the week, 16s. 6d.

Three of my farthest advanced shoemakers have got situations,—two following after the trade, and the other is with Mr. Blakely, the shawl-manufacturer, in Norwich. They are all doing well and giving satisfaction.

My industrial book shows a balance on that account of 5*l.* 9*s.* 2*d.*, which would have been considerably more, provided we could have got the raw material, but I am sorry to say we cannot fall in with it anywhere.

The profit arising from the sale of stockings knitted by the girls, not including the consumption of this house, amounts to 6*l.* 18*s.*

In March 1850, at which time I closed my farming account, I found the produce of 3 acres of land to be as follows:—

			<i>£</i>	<i>s.</i>	<i>d.</i>
93 sacks potatoes	-	-	-	24	1 6
762 bushels carrots	-	-	-	12	8 3
cabbages	-	-	-	1	2 1
2 sacks onions	-	-	-	0	16 0
26 bushels parsnips	-	-	-	0	13 0
Total	-	-	<u>£39</u>	<u>0</u>	<u>10</u>

I am unable to state the value of this year's produce, as I have the greater part of it in store.

As a proof that industrial training tends greatly to facilitate the finding employment, I have only to mention the fact that since its establishment here Mrs. Dunlop has sent out twelve girls as domestic servants, and, with one exception, all are doing well.

The depression of the agricultural interest is, I think, the sole reason why the demand for boys is not so great.

I am, Sir, &c.

(Signed) ARCHIBALD DUNLOP.

<i>Shoemakers.</i>			<i>Tailors.</i>		
		<i>s. d.</i>			<i>s. d.</i>
F. E.	-	2 9	D. D.	-	2 9
J. L.	-	2 6	B. B.	-	2 6
R. E.	-	2 0	E. W.	-	2 0
			J. C.	-	2 0
Total	-	<u>7 3</u>	Total	-	<u>9 3</u>

Average of the three boys, 2*s.* 5*d.*
each per week.

Average of the four boys, 2*s.* 3½*d.*
each per week.

Total earnings of the boys, 16*s.* 6*d.*

Total produce of 3 acres of land.

	£	s.	d.	£	s.	d.
Potatoes - - - - -	24	1	6			
Carrots - - - - -	12	8	3			
Cabbages - - - - -	1	2	1			
Onions - - - - -	0	16	0			
Parsnips - - - - -	0	13	0			
				39	0	10

Expenditure on 3 acres of land:—

Rent - - - - -	11	0	0			
8 sacks seed potatoes - - - - -	3	4	0			
9 lbs. carrot seed - - - - -	0	18	0			
Cabbage seed, &c. - - - - -	0	2	0			
				15	4	0
	Profits	-	-	23	16	10
Net profit on cocoa-nut mats - - - - -	5	9	2			
Ditto ditto stockings knitted - - - - -	6	18	0			
				12	7	2
	Total	-	-	£36	4	0

SIR,

Wortham House, 31 January 1852.

In reply to your's of the 12th instant, which I should have answered in due time had not sickness prevented me, I herewith, in compliance with your request, furnish you with an account of the produce of the industrial department of this establishment for the year 1851.

<i>Dr.</i>				<i>Cr.</i>			
	£	s.	d.		£	s.	d.
Rent of land - - - - -	11	0	0	117 sacks potatoes -	25	11	0
Highway and poor rate - - - - -	0	4	4½	238 bushels carrots -	4	9	3
10 lbs. carrot seed, 2s. - - - - -	1	0	0	40 sacks cabbages -	0	10	0
9 sacks seed potatoes, 8s. - - - - -	3	12	0				
Cabbage seed, &c. - - - - -	0	5	0				
	16	1	4½				
Profit on land - - - - -	14	8	10½				
Total - - - - -	£30	10	3		£30	10	3

Profit on clothing supplied to Eye House, 4l. 8s. 5d.

I may here state that the profits on the above are regulated according to the demand.

The following will show the average weekly earnings of the shoemakers and tailors:—

<i>Shoemakers.</i>				<i>Tailors.</i>			
	s.	d.			s.	d.	
James List - - - - -	5	0		J. Cocksedge - - - - -	3	0	
Frederick Everson - - - - -	4	6		R. Cocksedge - - - - -	1	3	
Robert Everson - - - - -	3	0		T. Frost - - - - -	1	0	
Total - - - - -	12	6		Total - - - - -	5	3	

Total for the week, 17s. 9d.

Since my last Report to you I have sent out three of my best tailors to service; one to London, another to a surgeon in the neighbourhood, and the third to our chaplain's son, which accounts for the low average of the tailors.

I am sorry that I cannot show any profit on the mat account for 1851, as we did not get the raw material until August last; but I shall be able to do so by next March, when I close my books for the year. Hoping the above will prove satisfactory,

H. G. Bowyer, Esq.

I am, Sir, &c.
(Signed) ARCHIBALD DUNLOP.

TABULATED REPORTS, in detail, by Her Majesty's Inspector

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1849.	1850.	1851.	1851.
BEDFORDSHIRE.							
Ampthill, June 6, 1850.	-	26	Boys instructed in the national school, girls and infants in the house by a mis- tress.	Mary A. Pope, Not examined.	Same. Probation Sec- tion 1, salary 19 <i>l.</i> 9 <i>s.</i>	Same. Salary 19 <i>l.</i> 9 <i>s.</i>	
April 8, 1851.	12	20					
Bedford, June 3 & 4, 1850.	53	79	Separate school- rooms, and a master and mis- tress. The in- fants are in- structed in a separate room by one of the girls.	Benjamin Spence, Competency Section 3, sa- lary 33 <i>l.</i> Maria Woodrow, Competency Section 3, sa- lary 26 <i>l.</i> 8 <i>s.</i>	Same. Salary 35 <i>l.</i>	Same. Salary 34 <i>l.</i>	
April 9 & 10, 1851.	44	47					
Biggleswade, June 5, 1850.	-	21	Boys instructed in the national school; girls in the house by a mistress.	George Kirkup, Now at the Bir- mingham In- fant Poor Asy- lum. Susan Ashford, Probation Sec- tion 1, salary 24 <i>l.</i>	No master.	No master.	
April 11, 1851.	8	28					
Leighton Buzzard, June 11, 1850.	14	13	Separate school- rooms and a master and mis- tress.	John Wickstead, Probation Sec- tion 1, salary 30 <i>l.</i> Mary A. Wick- stead, Probation Section 1, sa- lary 24 <i>l.</i>	Same. Competency Sec- tion 3, salary 28 <i>l.</i> 16 <i>s.</i> Same. Salary 22 <i>l.</i> 6 <i>s.</i>	Same. Salary 29 <i>l.</i> 4 <i>s.</i>	
Feb. 6 and Oct. 4, 1851.	23 13	20 21					
Woburn, June 7, 1850.	-	16	Boys instructed out of the house, girls in the house by a mis- tress.	Sarah Punchard, Permission Sec- tion 1, salary 12 <i>l.</i>	Same. Probation Sec- tion 2, salary 18 <i>l.</i> 17 <i>s.</i>	Same. Salary 18 <i>l.</i> 14 <i>s.</i>	
Aug. 11, 1851.	1	10					
CAMBRIDGE- SHIRE.							
Cambridge, March 25 and Nov. 4, 1850.	25	37	Separate school- rooms, and a master and mis- tress.	Alfred Wing, Pro- bation Section 1, salary 30 <i>l.</i> Mary A. Franks, Probation Sec- tion 2, salary 20 <i>l.</i>	Same. Permission Sec- tion 1, salary 15 <i>l.</i> Same. No certificate.	Henry Gee, Pro- bation Section 2, salary 25 <i>l.</i> Maria Miller. No certificate, sa- lary 20 <i>l.</i> Mr. Gee had been about 1 month in office, Miss Miller had been 8 months.	
July 29, 1851.	30	35					
Caxton and Arlington, Dec. 19, 1850.	16	17	One school-room and a mistress.	Margaret Stemp- son, Probation Section 1, sa- lary 24 <i>l.</i>	Same. Salary 22 <i>l.</i> 9 <i>s.</i>	Margaret Stemp- son, Probation Section 1, sa- lary 21 <i>l.</i> 2 <i>s.</i>	
Aug. 7, 1851.	10	14					

Schools, H. G. BOWYER, Esq. ;—for the Years 1850–51.

INSTRUCTION.	OBSERVATIONS.
Scriptural knowledge fair. Reading fair. Writing average. Spelling of slate exercises from memory moderate. Arithmetic moderate. School on the whole stationary.	The industrial training of the boys consists in shoemaking and tailoring, the latter of which is superintended by the schoolmaster. There is some land attached to the house, but it is cultivated by the men. For further details see my Report for 1847–48, p. 132.
Boys' school.—Religious instruction sufficient, but answers not intelligent. Geography (1st and 2nd classes) moderate. Reading fair. Writing good in 1st class, fair in 2nd. Writing on slates from memory defective as to spelling. Three boys wrote fair compositions on scriptural subjects. Arithmetic up to Proportion good. Girls' school improved since last visit. Religious instruction fair, but answers not intelligent. Reading good. Writing fair. Arithmetic much better than at last visit, and very fair in 1st class; in 2nd class moderate. Writing from memory on slates and composition very middling. Needlework very good.	
Religious knowledge fair, but answers not intelligent. Reading moderate. Spelling of 1st class fair, of others moderate. Arithmetic moderate. The greatest defects of the school are the reading and writing. Needlework very good.	
The answers of both boys and girls were inferior to what they have been, and very middling. Reading of boys moderate, of girls very fair. Writing fair. Arithmetic of boys fair; of girls imperfect, notation bad. Spelling of slate exercises fair, but no composition.	
There were only four girls who could be considered permanent. These had made some progress in writing and composition on slates. Reading fair, but arithmetic moderate.	
Boys' school generally satisfactory. Scriptural knowledge good. Reading fluent and fair in point of intonation. Writing from memory average. Arithmetic fair, but 1st class pushed too forward. Geography fair. Grammar moderate. Girls' school, Scriptural knowledge fair. Reading fair. Writing from memory on slates moderate in spelling and punctuation. Arithmetic moderate, especially in regard to notation. Scripture, geography, and grammar taught too much by rote from catechisms.	Mr. Wing passed, in 1850, an examination which would have entitled him to a certificate of Competency, but he was reduced to the rank Permission for reasons connected with his personal conduct.
Religious instruction satisfactory. Reading, writing, and arithmetic fair. Composition introduced, and spelling much improved. "Sullivan's Spelling-book superseded" had been used with advantage.	With the exception of the spelling in slate exercises, the school has been stationary since I have known it.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
CAMBRIDGESHIRE— <i>cont.</i>							
Chesterton, March 22, 1850.	26	33	Separate school- rooms and a master and mis- tress.	William Decker, Probation Section 2, salary 25%.	At first visit same teachers. At second Robert Bennett, Probation Section 2, salary 25%.	Same. Salary 23% 12s.	
May 23, and Nov. 19, 1851.	23	18		Elizabeth Reeves, Probation Section 3, salary 16%.	Ellen Miller, Probation Section 2, salary 20%.	Same. Salary 19% 6s.	
	27	18					
Ely, March 21, 1850.	20	20	One school-room and a master and mistress.	Wheeler Stephens, Probation Section 1, salary 30%.	Same.	E. Whitehead, Competency Section 3, salary 32% 16s.	
May 14, 1851.	19	20		Louisa M. Stephens, Probation Section 3, salary 16%.	They both resigned previous to the renewal of their certificates.	G. Whitehead, Permission Section 1, salary 12%.	
Linton, March 26, and Oct. 31, 1850.	20	11	Separate school- rooms, and a master and mis- tress.	John Kerr, Competency Section 1, salary 40%.	Same. Salary 21% 16s.	Same. Salary 29% 6s.	
May 30, and Nov. 25, 1851.	11	19		Anne E. Barnard, Probation Section 3, salary 16%.	Mary A. Robson, Permission Section 1, salary 12%.	Same. Probation Section 3, salary 16%.	
	27	20					
Newmarket, Nov. 6, 1850.	48	38	One school-room and a master and mistress.	William Andrews, Probation Section 1, salary 30%.	Same.	Same.	
May 22 and Nov. 20, 1851.	32	19		Emma Andrews, Permission Section 1, salary 12%.	Same.	Same.	
	42	47					
North Witchford, March 20 and Dec. 19, 1850.	25	41	Separate school- rooms, and a master and mis- tress.	Henry Masters, Probation Section 1, salary 30%.	Same. Competency Section 3, salary 29%.	Edward Robson, Probation Section 2, salary 24% 1s.	
Nov. 17, 1851.	38	27		Lucy Hutchinson, Probation Section 2, salary 20%.	Same.	Same. Probation Section 1, salary 21% 17s.	
	32	42					
Wisbeach, May 28 and 29, 1850.	66	76	Separate school- room, and a master and mis- tress, with a female assistant. The infants are taught in a class-room by one of the girls.	John F. Shipley, Competency Section 1, salary 40%.	Same.	Robert W. Russell, Probation Section 1, salary 27% 7s.	
Nov. 15, 1851.	43	58		Sarah Shipley, Probation Section 1, salary 24%.	Same.	Mary Blane, Competency Section 3, salary 28%.	
				Mary Horn, assistant, Permission Section 1, salary 12%.	Same. Probation Section 2, salary 20%.	Same.	

INSTRUCTION.	OBSERVATIONS.
At my first visit in 1850, both schools were very unsatisfactory. At my second, I found a marked improvement in the boys' school, and a slight one in the girls'. At my first visit in 1851, both schools had fallen back into their original unsatisfactory condition. At my second, the boys' school was again improved, especially in geography. The penmanship and reading were, however, moderate. The girls' school was much as usual.	This school is one of those which have made least progress under my inspection, owing to the mediocrity of the teachers. The present master is very young, but will probably improve if he acquires more perseverance. With regard to the girls' school, it is fair to state, that the attendance has been very irregular, and that the mistress has hardly had a fair chance.
The state of the school was, on the whole, satisfactory. Religious knowledge and geography good. Grammar moderate. Reading good. Writing good in 1st class; fair in second. Spelling on slates good in 1st class; moderate in others. Arithmetic, as far as fractions, good. Discipline and tone good.	Mr. and Mrs. Whitehead had been at the time of my visit only three months in charge of the school, and they soon after resigned. The present schoolmaster, Henry Masters, came from the North Witchford Union school. The changes of teachers have been very frequent in this school.
Boys' school improved. Religious knowledge good. Reading fair. Composition very fairly spelt, but moderately expressed. Penmanship fair. Arithmetic, as far as proportion, fair, but too slow. Geography and grammar fair. Lower classes fluctuating, and consequently backward. Discipline and tone good. Girls' school, all but five, composed of new comers; mostly very ignorant. These five were fairly instructed in religious knowledge, but backward in other respects. Discipline and tone good.	Some land is cultivated by the boys.
Scriptural and religious knowledge good. Reading, writing, and arithmetic as far as proportion, very fair. Compositions on slates generally well spelt, and some well expressed. Discipline and tone good.	A great part of this school is composed of fluctuating scholars, who are, consequently, backward. A piece of land is cultivated by the boys.
Boys'. 1st class fair, except in geography and grammar. Other classes, mostly new-comers, moderate. Girls' school improved. Religious knowledge fair. Reading of 1st class fair; of other classes moderate. Penmanship fair. Slate exercises of 1st class well spelt. Arithmetic of 1st class fair; of other classes moderate. Geography and grammar fair.	The late schoolmaster, H. Masters, is now appointed to the Ely Union school. The 3d and 4th classes of girls were composed of new comers.
Boys' school. Religious knowledge of 1st class fair; in other classes moderate. 2d class imperfect in the Commandments. Reading, penmanship, and spelling in writing on slates from memory, good in 1st class. Composition not taught, and boys, consequently, unable to write anything but what they knew by rote. Arithmetic, as far as vulgar fractions fair; but the reasons of the rules were not understood. Mental arithmetic good. 1st class fair in geography; moderate in grammar. Lower classes generally rather backward. Girls' school. Religious knowledge fair but not very intelligent. Reading fair in 1st class, moderate in others. Penmanship moderate. Arithmetic, as far as proportion, fair in 1st class; moderate in others. Grammar, History of England, and geography of 1st class fair.	A piece of land is cultivated by the boys. The girls are taught, besides the usual needlework, washing and ironing in a separate laundry. The 2d and lower classes of girls were chiefly composed of recent admissions and fluctuating scholars; but there were several who had been some years in the house, and who ought to have made more progress, especially considering that the school possesses the unusual advantage of an assistant.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
ESSEX.							
Colchester, April 1, and November 18, 1850.	30	31	Separate school-rooms and a master and mistress.	Robert Killip, Competency section 1, salary 40 <i>l</i> .	John Wicks, Competency Section 3, salary 33 <i>l</i> .	Same. Salary 31 <i>l</i> .	
June 3, 1851.	28	31		Mrs. Killip, no certificate.	Sarah Pierce, Probation Section 2, salary 20 <i>l</i> .	Same.	
Halstead, April 5 and November 21, 1850.	21	20	Separate school-rooms and a master and mistress.	Robert Daniels, Probation Section 3, salary 20 <i>l</i> .	Same.	- - -	
December 10, 1851.				Ann Cowell, Permission Section 2, salary 8 <i>l</i> .	Mary Galliphant, Permission Section 3, salary 4 <i>l</i> .		
Lexden and Winstree, April 2, and November 20, 1850.	28	29	Separate school-room, and a master and mistress.	Samuel Gaymour, Permission Section 3, salary 5 <i>l</i> .	John E. Grey, Competency Section 3, salary 32 <i>l</i> .	Same. Salary 30 <i>l</i> .	
	25	35					
June 4, 1851.	21	46		Mary A. Oxborough, Probation Section 1, salary 24 <i>l</i> .	Same.	Same. Salary 20 <i>l</i> . 19 <i>s</i> .	
Saffron Walden, March 27, and October 30, 1850.	41	50	One school-room, and a master and mistress. Infants instructed in a class-room by the mistress.	Henry Caslake, Probation Section 1, salary 30 <i>l</i> .	Same.	Same.	
	20	18			Competency Section 3, salary 35 <i>l</i> .		
May 28, and November 24, 1851.	34	33		Mrs. Caslake, no certificate.	Same.	Same.	
Tendring, Nov. 19, 1850.	47	36	Separate school-rooms, and a master and mistress.	George Caster, Probation Section 2, salary 25 <i>l</i> .	Same.	Same.	
					Competency Section 3, salary 32 <i>l</i> . 4 <i>s</i> .	Competency Section 2, salary 32 <i>l</i> . 18 <i>s</i> .	
June 5 and Dec. 8, 1851.	38	31		Clara Fisk, Probation Section 2, salary 20 <i>l</i> .	Emma Bedell, Permission Section 2, salary 8 <i>l</i> .	Rosa Smith, Probation Section 3, salary 16 <i>l</i> .	
	45	35					
HERTFORDSHIRE.							
Buntingford	-	-	- - -	John Jennings, Probation Section 2, Salary 25 <i>l</i> . Mary Axhill, Probation Section 3, salary 16 <i>l</i> .	No teacher	No teacher	
Hitchin, June 12, 1850.	23	21	Separate school-rooms, and a master and mistress.	William Strickland, Competency Section 2, salary 36 <i>l</i> .	Same. Salary 30 <i>l</i> . 8 <i>s</i> .	Same. Competency Section 2, salary 31 <i>l</i> .	
April 21, 1851.	32	18		Charlotte Barber, Competency Section 1, salary 32 <i>l</i> .	Same. Salary 33 <i>l</i> . 10 <i>s</i> .	Martha Bromley, Probation Section 2, salary 18 <i>l</i> . 14 <i>s</i> .	

INSTRUCTION.	OBSERVATIONS.
Boys' school. Scriptural and religious instruction good. Geography, grammar, and History of England moderate. Reading fluent enough, but coarse and monotonous. Writing very fair. Composition moderate, but fairly spelt. Arithmetic good. Boys draw creditable maps. Girls' school improved in writing and spelling; but the answers on the Scriptures were unintelligent. Arithmetic moderate.	Too much attention appeared to have been given, in the girls' school, to learning chapters of the Scriptures by rote, on which, when examined, they could hardly answer a single question. The schoolmaster, lately assistant in the Stow Union school, was educated in the Mitford and Launditch Union school, and is a very fair teacher.
The instruction in both schools was of a very imperfect description, even allowing for the fluctuating character of their composition. Moral tone deplorably low. The characters of several of their teachers, and the associations of the workhouse, are sufficient to account for it. The appointment of a new set of officers, however, affords a hope of improvement.	At my last visit I received information disclosing so shocking a state of immorality among the children, that I considered it my duty to suspend the examination of the school and the teachers until an investigation should have been instituted by the Poor Law Board, with a view of ascertaining the degree of responsibility which might attach to the latter. Both teachers were dismissed, and the master, named Cross, has since absconded, a warrant having been issued for his apprehension on a serious charge.
Boys' school improved since the appointment of the present master. Scriptural and religious knowledge good. Geography fair. Grammar imperfect. Reading monotonous and indistinct. Composition moderately expressed, but improved in spelling. Writing good in 1st class; fair in 2d. Arithmetic, as far as simple proportion, good in 1st and 2d classes, but 3d class deficient in notation. Discipline and tone good. Girls' school stationary and middling.	The mistress has since resigned, and another has been appointed. This school has been unfortunate in its mistresses, and, till the appointment of Mr. Grey, in its masters.
This school has never risen above mediocrity, and has varied considerably in proficiency at my different visits. There appears to be a want of systematic attention.	The industrial training is very complete. A piece of land is cultivated by the boys, and there are, besides, two cows and a dairy, in which several girls are trained.
The boys' school improved very much in 1850, but has since remained on the whole stationary. Religious knowledge good. Reading fair, but monotonous. Spelling in composition very fair. Arithmetic, as far as vulgar fractions, good. Geography good. Grammar moderate. Girls' school. Scriptural and religious knowledge fair. Reading indistinct, but tolerably fluent. Spelling, penmanship, and arithmetic very moderate.	The girls' school has been under a succession of inefficient mistresses, and appears hopeless of improvement. This is not owing to any fault of the Board, who are desirous of appointing a competent person, but to the small number and low qualifications of the applicants for the appointment.
- - - - -	I had appointed the 20th of December 1850, for inspecting this school and examining the teachers, but abandoned my intention on being informed by the Clerk of the Union that both teachers had resigned, and that the children were for the present sent to the National school. This arrangement has since continued.
Boys' school. Religious knowledge good in all classes. Reading fluent enough, but monotonous. Writing very good. Spelling, tested by composition and writing from memory on slates, remarkably good. Arithmetic, both written and mental, very good. Girls' school fair in 1850; but in the following year middling, the 1st class having been recently discharged.	Two acres have been procured for the industrial training of the boys, who also learn shoemaking and tailoring. The mistress, Charlotte Barber, is now in charge of the girls' school of the Birmingham Workhouse.

NAME OF SCHOOL AND DATE OF VISIE.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
HERTFORDSHIRE—cont.							
Royston, March 27, and Oct. 29, 1850.	30	28	Separate school-rooms, and a master and mistress.	Alexander MacAlister, Efficiency Section 3, salary 45 <i>l</i> . Jane Somerville, Probation Section 2, salary 20 <i>l</i> .	Same. Competency Section 2, salary 31 <i>l</i> .	Same.	Same.
April 16, 1851.	37	31					
HUNTINGDONSHIRE.							
Huntingdon, May 31, 1850.	15	22	One school-room, and a mistress.	Matilda Fromant, Competency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Same.	Same.	Same. Salary 29 <i>l</i> . 4 <i>s</i> .
April 14, 1851.	24	28					
St. Ives, May 31, and Sept. 3, 4, 1850.	19	30	Separate school-rooms, and a master and mistress.	W. Wellams, Probation Section 2, salary 25 <i>l</i> . Ann Goodwin, Permission, Section 2, salary 20 <i>l</i> .	Joseph Green, Probation Section 1, salary 30 <i>l</i> . Rose E. Bennett, Probation Section 1, salary 21 <i>l</i> .	Same. Salary 24 <i>l</i> . 2 <i>s</i> . 6 <i>d</i> .	Same. Mary Briggs, Probation section 1, salary 21 <i>l</i> . 14 <i>s</i> .
April 15, 1851.	39	57					
St. Neot's May 30, 1850.	17	36	Separate school-rooms, and a master and mistress.	John Dodd, Probation Section 3, salary 20 <i>l</i> . Sarah A. Gibson, Probation Section 1, salary 24 <i>l</i> .	Amos Haynes, Permission Section 1, salary 15 <i>l</i> . Same. Competency Section 3, salary 26 <i>l</i> .	Same. Probation section 2, salary 22 <i>l</i> . 12 <i>s</i> . Same. Salary 26 <i>l</i> . 2 <i>s</i> .	Same. Probation section 2, salary 22 <i>l</i> . 12 <i>s</i> . Same. Salary 26 <i>l</i> . 2 <i>s</i> .
February 7, and November 18, 1851.	25	23					
	15	24					
LEICESTERSHIRE.							
Ashby-de-la-Zouch, July 31, 1850.	33	27	One school-room and a mistress.	Rhoda Wood, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 3. salary 28 <i>l</i> .	Same.	Same.
March 27, and October 13, 1851.	39	27					
	37	29					
Barrow-on-Soar, March 1, and August 9, 1850.	18	21	Separate school-rooms, and a master and mistress.	John Welding, Competency Section 3, salary 33 <i>l</i> . Sarah Young, Permission Section 2, salary 8 <i>l</i> .	Same. Salary 29 <i>l</i> . 4 <i>s</i> . Same. Permission Section 1, salary 12 <i>l</i> .	Same. Salary 29 <i>l</i> . 4 <i>s</i> .	Same. Salary 28 <i>l</i> . Harriet Dear, Permission Section 1, salary 12 <i>l</i> .
March 26, and October 15, 1851.	12	5					
	17	9					
	9	4					
Billesdon, August 6, 1850.	6	5	One school-room, and a mistress.	Elizabeth Easom, Probation Section 3, salary 16 <i>l</i> .	Same. Probation Section 2, salary 19 <i>l</i> .	Same.	Same. Probation Section 3, salary 16 <i>l</i> .
March 24, 1851.	5	10					
Blaby, August 5, 1850.	6	2	One school-room, and a mistress.	Louisa Atkinson, Probation Section 2, salary 20 <i>l</i> .	Same. Salary 18 <i>l</i> . 14 <i>s</i> .	Same.	Same. Salary 19 <i>l</i> . 6 <i>s</i> .
March 28, 1851.	14	8					

INSTRUCTION.

OBSERVATIONS.

Boys' school. Religious instruction good in 1st class; fair in second. Reading very indistinct and monotonous. Spelling on slates fair. Composition middling. Penmanship fair. Arithmetic good in 1st class; fair in others. Geography moderate. Children untidy in their appearance and careless in their manners. Girls' school middling and stationary.

Religious instruction good. Reading very fair. Writing moderate. Composition of 1st class good. Spelling good in 1st class; fair in others. Arithmetic improved, but wanting in facility. Notation good. Geography and grammar fair. School generally improved since 1850. Discipline good.

Boys' school chiefly composed of new-comers; but the permanent portion had not made much progress.

Girls' school nearly stationary and in an unsatisfactory condition, and especially in regard to discipline.

Boys' school much improved, especially at my second visit. Children lively and intelligent. Girls' school very middling. Hardly any one could answer a question. No intelligence.

Religious and Scriptural knowledge good. Reading of 1st class correct and fluent, but rather monotonous, of lower classes good. Spelling in composition and writing from memory very good. Penmanship good. Arithmetic, as far as the compound rules, good. Notation good. Grammar, 1st class, fair. English history, 1st class, moderate. Geography, 1st class, fair. Lower classes, down to 3d, moderate. Discipline and tone good.

Boys' school. Religious knowledge and geography good for the children's ages. English history moderate. Grammar fair. Reading fair. Composition good. Penmanship good. Arithmetic good; but the 1st class had been pushed on too far—up to decimals—of which they did not understand the principles.

Girls' school. One of the four who composed the school at my second visit was an idiot. The rest had improved considerably under the present mistress.

Very moderate and not improved. No intelligence. Few of the children could be expected to know much, but those few were very backward.

Scriptural knowledge good, and much improved since my last visit. Some progress in geography, the maps having been recently procured. Penmanship fair. Spelling on slates tolerable. Arithmetic moderate. Notation imperfect. Mental arithmetic fair.

When the schoolmaster was examined for his certificate in 1849, the short time he had been in office did not permit of his qualifications for teaching being ascertained by the only sure test—the state of the school. The application of this test at my visits in 1850 is the cause of his receiving a lower certificate. He has since resigned.

Some land has been lately procured for the industrial training of the boys. The description of the instruction refers only to the 22 permanent children. The rest were new comers.

Four acres of land have been procured, part of which are cultivated by the boys.

The present mistress was appointed shortly before my visit, and I was informed that an improvement in the discipline had taken place since the school was under her management.

The girls' school was chiefly composed of very young infants, and most of the elder girls were evidently, by nature, dull. But notwithstanding the ungrateful materials the mistress has to work upon, I think that a person of more natural energy would have produced greater results.

Considering that the mistress is untrained, and has enjoyed no opportunities of self-improvement as a teacher, the condition of her school is highly creditable to her. But I cannot consider the education of the boys satisfactory, especially in an agricultural district, while they continue to receive no industrial training.

This school is now much too small to require a master and mistress; but it would be almost impossible to find a mistress able to maintain the instruction of the boys at its present level.

Half the school were mere infants, and of the others, all except two were of weak intellects, hydrocephalous, or otherwise diseased.

The cause of the deficiency in arithmetic was, that the sums had been habitually worked on the black board and in class, instead of individually on slates. This gives a delusive appearance of proficiency, which falls to the ground as soon as individual working is tried.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
LEICESTERSHIRE— <i>cont.</i>							
Hinckley, July 24, 1850.	10	14	One school-room, and a mistress.	Anne Baker, Pro- bation Section 1, salary 24 <i>l.</i>	Same. Salary 21 <i>l.</i> 11 <i>s.</i>	Same. Salary 20 <i>l.</i> 13 <i>s.</i>	
April 7, 1851.	16	9					
Leicester, Aug. 1 and 2, 1850.	26	66	Separate school- rooms for boys, girls, and in- fants, and a master, mis- tress, and in- fant, mistress.	Robert Bradley, Permission Sec- tion 3, salary 5 <i>l.</i>	Richard Butter- worth, Effici- ency Section 3, salary 40 <i>l.</i> 5 <i>s.</i>	William Carr, Probation Sec- tion 2, salary 24 <i>l.</i> 8 <i>s.</i> 6 <i>d.</i>	
March 22, and October 10, 1851.	28	49		Jane Kampkin, and Harriet A. Stead, Probation Section 1, salary 24 <i>l.</i>	Jane Kampkin, Probation Sec- tion 1, salary 22 <i>l.</i>	Mary Jarrom, Competency Section 1, salary 26 <i>l.</i> 12 <i>s.</i>	
	33	45			Harriet A. Stead, Competency Section 3, salary 27 <i>l.</i> 16 <i>s.</i>	Emma Weston, Probation Sec- tion 2, salary 19 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i>	
Loughborough, August 8, and October 24, 1850.	22	10	Separate school- rooms, and a master and mis- tress.	John W. Radford, Probation Sec- tion 2, salary 25 <i>l.</i>	Same. Probation Sec- tion 1, salary 25 <i>l.</i> 17 <i>s.</i>	Samuel Garner, Probation Sec- tion 3, salary 20 <i>l.</i>	
March 25, and October 14, 1851.	17	9		Frances Radford, Probation Sec- tion 1, salary 24 <i>l.</i>	Eliza Brian, no certificate.	Ann M. Lee, Probation Section 3, salary 16 <i>l.</i>	
	19	14		Afterwards Eliza Brian.	Ann M. Lee, Per- mission Section 1, salary 12 <i>l.</i>		
Lutterworth, July 22, 1850.	5	9	One school-room, and a mistress.	Rachel Cox, Probation Section 1, salary 24 <i>l.</i>	Same. Probation Sec- tion 3, salary 16 <i>l.</i>	Same.	
March 31, and October 3, 1851.	8	14					
	8	17					
Market Bosworth.	16	9	One school-room, and a mistress.	Eliza Palmer, no certificate.	Same.	Same.	
Market Har- borough, July 2, 1850.	4	21	One school-room, and a mistress.	Eliza Harding, Probation Sec- tion 1, salary 24 <i>l.</i>	Same.	Same. Salary 20 <i>l.</i> 7 <i>s.</i>	
April 1, 1851.	10	22					
Melton Mowbray, August 7, 1850.	33	37	Separate school- room, and a master and mis- tress; but les- sons are fre- quently given to a mixed class.	Samuel Rushton, Probation Sec- tion 1, salary 30 <i>l.</i>	Same. Competency Sec- tion 2, salary 33 <i>l.</i> 8 <i>s.</i>	Same. Salary 33 <i>l.</i> 4 <i>s.</i>	
March 21, and October 9, 1851.	41	32		Catherine Rush- ton, Competency Section 1, salary 32 <i>l.</i>	Same. Salary 29 <i>l.</i>	Same. Salary 26 <i>l.</i> 12 <i>s.</i>	
	33	34					
LINCOLNSHIRE.							
Boston, Sept. 13, 1850.	60	53	Separate school- rooms, and a master and mis- tress.	Francis H. Revell, Probation Sec- tion 3, salary 20 <i>l.</i>	Same. Probation Sec- tion 2, salary 25 <i>l.</i>	Henry Richards, Competency Section 1, salary 38 <i>l.</i> 4 <i>l.</i>	
April 24, and Nov. 5, 1851.	70	50		Sarah Driver, Competency Section 1, salary 32 <i>l.</i>	Same. Salary 34 <i>l.</i> 12 <i>s.</i>	Same. Salary 31 <i>l.</i> 12 <i>s.</i>	
	66	52					

INSTRUCTION.

OBSERVATIONS.

Scriptural knowledge average; but only two boys out of the nine in the 1st class answered intelligently. Reading fair. Writing moderate and stationary. Spelling in composition and writing from memory fair in 1st class; moderate in others. Arithmetic good, as far as compound rules, in 1st class; moderate in others.

Boys' school religious knowledge, reading, and spelling, in slate exercises, fair. Penmanship average. Arithmetic moderate.

Girls' school much improved in Scriptural knowledge. Reading fair. Writing moderate, but improving. Arithmetic imperfect. Infant school moderate.

Boys' school deteriorated and very middling. Boys dull and inanimate.

Girls' school chiefly composed of infants. Only four girls, one of whom an idiot; the other three much the same as at former visits.

At my visit in 1850, I found the school deteriorated, and the certificate of the mistress was lowered in consequence. At my first visit in 1851, I found a slight improvement, which, however, was not sustained.

Religious Knowledge fair, but unintelligent. Reading middling. Writing good. No composition. Arithmetic fair.

I did not visit the school in 1851.

Religious knowledge fair, but unintelligent. Reading fair. Writing average. Spelling of the 1st class in composition good. Arithmetic fair.

Religious knowledge, reading, and spelling in composition and writing on slates, good in both schools. Most of the compositions on Scripture and English history well expressed. Pains had evidently been taken to explain the meaning of words not of Saxon origin, a point on which the schools were deficient in 1850. Writing of boys very good; that of girls fair. Boys arithmetic very good; five of them in cube root. That of girls good. Grammar fair. English history good. Geography fair. Discipline and tone very good.

Boys' school much improved in tone and discipline. The 1st class answered well on the Scriptures and Catechism. Read and spelled on slates fairly. Writing moderate. Arithmetic very fair. Lower classes generally backward.

Girls' school more than half composed of infants under seven and many of the others under nine. Considering this circumstance, and the fluctuations among the elder girls, the school was in a fair condition. There was a great improvement in notation.

The school consisted principally of infants and very young or weak-minded children, from whom very little could be expected; but more might be done with the others by a more efficient teacher.

New and very spacious school-rooms have been built.

The inefficiency or constant changes of teachers, have prevented the improvement of the school.

The schoolmaster is only 18, and very boyish in manner. He is deficient in energy and animation as a teacher, which accounts for the falling off of the school. He is, however, young enough to improve.

It is hopeless to induce a mistress of all but the lowest qualifications, to take such a school as the girls!

It is to be regretted, on account of the school, that no chaplain has been appointed to the Workhouse

The mistress received no certificate, as she is unable to write. The writing is taught by her husband, the porter, and arithmetic by an old inmate, formerly an engraver, but unable to earn his living on account of illness.

The school is, in great part, composed of infants, and fluctuating scholars.

The results of the good education received by the children are highly satisfactory, as there is no difficulty in finding places for them, and they generally give satisfaction to their employers. This is even the case with the boys, though they receive no industrial training. Compare the observations in my Report for 1847-48, p. 127, and in that for 1849, p. 88.

The schoolmaster stated, as explaining the short comings of the school, that he had found it in a bad state of discipline, and had had much trouble in getting it into order. This I can well believe, as the late master possessed no moral authority. Three acres have been hired for the industrial training of the boys. The training of the girls is very well conducted.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
LINCOLNSHIRE— <i>cont.</i>							
Bourn, March 18, and Sept. 6, 1850.	34	45	Separate school- rooms and a master and mis- tress.	John Brummitt, Probation Sec- tion 1, salary 30 <i>l.</i>	Samuel Knight, Permission Sec- tion 1, salary 15 <i>l.</i>	Same. Probation Sec- tion 2, salary 23 <i>l.</i> 4 <i>s.</i>	
April 25, and Nov. 11, 1851.	21	37		Sarah Steel, Com- petency Section 3, salary 26 <i>l.</i> 8 <i>s.</i>	Elizabeth White- head, Probation Section 2, salary 20 <i>l.</i>	Same. Probation Sec- tion 3, salary 16 <i>l.</i>	
	25	37					
	19	30					
Caistor, March 7, and Sept. 23, 1850.	34	31	Separate school- rooms, and a master and mis- tress; girls in- structed four times a week by master.	Francis Wilson, Probation Sec- tion 3, salary 20 <i>l.</i>	Same. Probation Sec- tion 1, salary 25 <i>l.</i> 14 <i>s.</i>	Same. Salary 25 <i>l.</i> 8 <i>s.</i>	
May 1 and October 31, 1851.	48	44		Jane Wilson, no certificate.	Same.	Same. Permission. Sec- tion 1, salary 12 <i>l.</i>	
	34	27					
Gainsborough, March 5, and August 26, 1850.	32	23	One school-room, with a master and mistress.	George Green- wood, Efficiency Section 3, salary 45 <i>l.</i>	Same. Efficiency Sec- tion 2, salary 47 <i>l.</i> 10 <i>s.</i>	Same. Salary 47 <i>l.</i>	
May 12, and October 29, 1851.	42	26		Anne Lunsby, Competency Section 2, salary 28 <i>l.</i> 16 <i>s.</i>	Same. Salary 32 <i>l.</i>	Same.	
	44	46					
	37	27					
Glanford Brigg, March 6, and Sept. 23, 1850.	39	43	Separate school- rooms, and a master and mis- tress.	Richard Muckles, Probation Sec- tion 1, salary 30 <i>l.</i>	Same. Since dismissed.	Adam Smith, Competency Section 1, salary 33 <i>l.</i> 12 <i>s.</i>	
May 1, and Oct. 30, 1851.	37	45		Mary Kevethick, Competency Section 2, salary 28 <i>l.</i> 16 <i>s.</i>	Same. Salary 31 <i>l.</i> 18 <i>s.</i>	No mistress.	
	48	44					
	50	40					
Grantham, March 12, and Sept. 25, 1850.	46	42	Separate school- rooms, and a master and mis- tress.	Ann Mears, Pro- bation Section 2, salary 20 <i>l.</i>	Sarah Steel, Com- petency Section 3, salary 27 <i>l.</i> 16 <i>s.</i>	William Drury, Probation Sec- tion 1, salary 27 <i>l.</i> 7 <i>s.</i>	
October 21, 1851.	37	23				Sarah Steele, Competency Section 3, salary 25 <i>l.</i> 5 <i>s.</i>	
Holbeach, March 12, and Sept. 16, 1850.	40	21	One school-room, and a master and mistress.	William Arnold, Efficiency Sec- tion 3, salary 45 <i>l.</i>	Same. Salary 48 <i>l.</i> 5 <i>s.</i>	Same. Salary 49 <i>l.</i> 3 <i>s.</i>	
April 23, and October 20, 1851.	49	14		Hannah Arnold, Probation Sec- tion 1, salary 45 <i>l.</i>	Same. Salary 24 <i>l.</i>	Same.	
	66	25					
	43	19					

INSTRUCTION.

OBSERVATIONS.

Boys' school improved. Reading fair in 1st class; moderate in others. Spelling in composition very fair. Penmanship very fair. Arithmetic, grammar, and geography fair. Arithmetic of lower classes moderate. Girls' school unsatisfactory and not in the least improved.

Boys' school. Scriptural knowledge satisfactory, but answers not remarkable for readiness or intelligence. Reading fair, but monotonous and indistinct. Composition and writing from memory well spelt. Improved since last visit. Penmanship good. Arithmetic, as high as interest, good in 1st class; fair in others, geography middling. Girls' school inferior, but improved in writing from memory on slates and in arithmetic.

An excellent school. Religious knowledge good. Reading good. 40 read the Scriptures and 3d and 4th Irish books. Composition (20 boys and 7 girls) good. The 1st class wrote chiefly on English history, and the second on Scripture. Arithmetic very good. 9 boys in vulgar and decimal fractions, 2 boys and 4 girls in proportion, 16 boys and 8 girls in the compound rules, and the rest in addition and numeration. Geography (29 boys and 11 girls) good in 1st class, fair in others. Grammar and English history (20 boys and 7 girls) good in 1st class; fair in others. Discipline and tone excellent. No corporal punishments are ever needed. I have always been struck with the amount of general knowledge possessed by the children.

Boys' school. Religious knowledge improved. Reading of 1st class fair; of others moderate. Composition generally good. Penmanship moderate. Arithmetic moderate. Geography moderate.

Girls' school. Scriptural knowledge good. In everything else there was room for improvement.

Boys' school. Scriptural knowledge good. Reading very fair. Spelling in composition good. The 2d class also wrote very fairly from memory. Penmanship very fair. Arithmetic, as far as proportion, good in 1st class; fair in others. Geography fair.

Girls' school. Scriptural knowledge good. Geography too much taught by rote, and not enough by maps. Reading and writing good. Arithmetic very fair. Gradation of classes good.

A good school. Scriptural knowledge good. Reading good. Composition fair and well spelt. Penmanship of 1st class good; of other classes fair. Arithmetic, as high as fractions, good. Geography creditable. Discipline and tone satisfactory. The unaccountably small number of girls is a disadvantage to them, as it increases their labour in making and mending, and consequently interrupts their school instruction. They have averaged only twelve hours instruction per week.

Two roods of land have been hired for the industrial training of the boys. The lower classes of boys were chiefly recent admissions. The schoolmaster is a steady industrious man, and has made considerable progress in knowledge since I first knew him. He takes evening lessons from a schoolmaster of the town.

The boys cultivate three acres of land under the direction of the schoolmaster. The girls learn, besides the usual needlework, washing and ironing in a separate laundry, under the direction of the schoolmistress. She is inefficient as a teacher, but a good industrial trainer.

The efficient state of this school is highly creditable to the teachers, and especially to the schoolmaster, considering that the average age of the children is between 9 and 10. Their cheerfulness and eagerness make it as great a pleasure to examine them, as it evidently is to them to be examined. The results of the education they receive are highly satisfactory. Out of 30 children placed during the last five years, no boys have returned; and only two girls for a short time. Much of the merit of the school is due to the active and able superintendence of the chaplain.

Three acres of land have been, since my last Report, procured for the industrial training of the boys. Compare Report for the year 1849, p. 82.

The present master and mistress are the second appointments since Richard Muckles and Mary Revethick. This change of teachers sufficiently accounts for the imperfections of the school.

Some land is cultivated by the boys.

Three acres of land are cultivated by the boys under the direction of the schoolmaster. Previously to my visit in 1851, the boys were not instructed in the house.

The girls are, besides the usual needlework, instructed by the mistress in washing and ironing in a separate laundry.

The industrial training is excellent. The land is skilfully cultivated by the boys, directed by the schoolmaster. There is a pigsty and a cowhouse. Several boys and girls are taught milking, and some have obtained employment in consequence of these qualifications. The wash-house and laundry, besides the usual needlework, are under the superintendence of the schoolmistress.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
LINCOLNSHIRE—cont.							
Horncastle, March 16, and Sept. 24, 1850.	47	21	One school-room for boys and girls, divided into two com- partments by a low wooden par- tition.	John Pilcher, Probation Sec- tion 1, salary 30 <i>l</i> .	Robert Geary, Probation Sec- tion 1, salary 30 <i>l</i> .	Same.	
April 28, and Nov. 3, 1851.	55 51	47 28		Mary Pilcher, no Certificate.	Susan Brothwell, Probation Sec- tion 2, salary 20 <i>l</i> .	Same.	
Lincoln, March 4, and August 21, 1850.	80 72	61 56		William Teesdale, Competency Section 3, salary 33 <i>l</i> .	Same. Salary 35 <i>l</i> .	John Hammond, Probation Sec- tion 1, salary 28 <i>l</i> . 5 <i>s</i> .	
May 5, and October 27.	58 53	56 69	Separate school- rooms, and a master and mis- tress.	Harriet Teesdale, no Certificate.	Same.	Mary A. Finley, Competency Section 3, salary 28 <i>l</i> .	
Louth, March 8, and Sept. 19, 1850.	44 42	36 27		Timothy Steward, Probation Sec- tion 2, salary 25 <i>l</i> .	Same. Competency Sec- tion 2, salary 34 <i>l</i> .	Charles Norton, Probation Sec- tion 3, salary 26 <i>l</i> . 12 <i>s</i> .	
April 3, and Nov. 7, 1851.	43 41	42 31		Mary A. Steward, Permission Sec- tion 1, salary 12 <i>l</i> .	Same.	Same.	
Sleaford, March 11, and Sept. 12, 1850.	33 30	35 19	One school-room, divided by a partition wall with a door in it, and a master and mistress. Elder boys and girls taught by master, younger ditto and new comers by mis- tress.	James Day, Pro- bation Section 1, salary 30 <i>l</i> .	Same. Competency Sec- tion 3, salary 35 <i>l</i> .	Same. Competency Sec- tion 2, salary 39 <i>l</i> . 3 <i>s</i> .	
May 13, and Oct. 24, 1851.	44 42	29 27		Susannah Green- wood, Probation Section 2, salary 20 <i>l</i> .	Same. Probation Sec- tion 1, salary 24 <i>l</i> .	Same. Competency Sec- tion 3, salary 28 <i>l</i> .	
Spalding, Sept. 11, 1850.	56	35		— Peacock, not examined on account of ill- ness.	George Bedford, Probation Sec- tion 1, salary 29 <i>l</i> . 15 <i>s</i> .	New master, not examined. De- ceased.	
April 16, and November 8, 1850.	59	55	Separate school- rooms, and a master and mis- tress.	Keziah Peacock, Probation Sec- tion 3, salary 16 <i>l</i> . Resigned. Ann Appleby, Probation Sec- tion 3, salary 16 <i>l</i> .	Same. Probation Sec- tion 1, salary 24 <i>l</i> .	Same. Salary 22 <i>l</i> . 3 <i>s</i> .	

INSTRUCTION.

OBSERVATIONS.

Religious knowledge good. Reading fair, but monotonous. Composition and writing from memory well spelt. The style of the former was, however, very middling. Penmanship fair in 1st class; moderate in 2d and 3d. Arithmetic, as far as proportion, good in 1st class; fair in others.

Girls, however, more backward than they ought to have been. Grammar and English history middling. Geography fair.

Boys' school much improved in Scriptural knowledge. Reading monotonous and inarticulate. Spelling in composition, 1st class good; 2d class, writing from memory fair. Penmanship, 1st class, fair; 2d class moderate. Arithmetic moderate. Grammar moderate. Geography fair in 1st class; moderate in 2d.

Girls' school. Scriptural knowledge much improved. Reading of 1st class much improved in intonation and pronunciation; other classes fair. Composition of 1st class fairly spelt. Spelling of 2d class, in writing from memory on slates, moderate. Penmanship, 1st class fair; 2d class moderate. Arithmetic, 1st class fair, as far as the compound rules; other classes moderate. Geography moderate. Discipline and tone much improved.

Boys' school. Religious knowledge good. In other things it had fallen off since 1850. The principal defect is the bad writing.

Girls' school stationary, and very moderate.

Religious knowledge good. Reading very fair in point of fluency, but monotonous and indistinct. Spelling in composition and writing from memory good in 1st class; fair in 2d. Penmanship fair in 1st class; moderate in second. Arithmetic good in 1st class moderate in others. Grammar and English history fair. Geography good.

The lower classes instructed by the mistress are either infants and new comers.

Boys' school was above the average when under the management of Mr. Peacock. He was, however, dismissed on account of the severity of his punishments. G. Bedford was also dismissed on account of drunkenness; an incompetent teacher followed for a short time, who was succeeded by Mr. Myson, deceased. The school, as may be imagined, declined considerably in proficiency.

The girls' school had made fair progress since 1850, and was, on the whole, in a satisfactory condition.

A curious example of the ignorance of common things, occasioned by workhouse education, when unaccompanied with industrial training, was related to me by the late chaplain. Having accidentally asked the boys what beef was, he found to his great astonishment, that not one of them could answer! One said, "horse," another, "sheep." On leaving the school he met the foremost boy returning from an errand; on being asked the same question, his answer was, "camel, sir."

There are now three acres cultivated by the boys.

In consequence of the crowded state of the school-room, the misconduct of a few of the elder boys and girls, and the bad state of tone and discipline into which the whole school had fallen, it was considered necessary to terminate the mixed organization, and build a separate school-room for the boys.

Some land is cultivated by the boys, under the direction of a superintendent.

Mr. T. Steward died of a decline, and was for some time previous unable to perform his duties. This accounts for the deterioration of his school. The master who succeeded him was not examined, as he had resigned at the time of my visit. Some land is cultivated by the boys.

The school-room is too small for the present numbers. It is, however, contemplated to enlarge it. I recommended that the partition-wall which divides the classes instructed by the mistress from those instructed by the master should be removed, and that, if not, the door should be removed in order to secure the presence of the schoolmistress at the lessons of the schoolmaster, as required by the Poor Law regulations.

The mixed organization was introduced, at my recommendation, in 1850. Three acres of land were also hired for the industrial instruction of the boys.

The schoolmaster was not examined in 1851, as he died a few days before my visit. Previous to his appointment, the school was for some time without a teacher. Four acres have been procured, and two cows are kept, at my recommendation, and some girls are trained to dairy work. Several of them have since obtained employment in consequence of such training. Some of the boys are taught to milk, others are taught shoe-making and tailoring.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
LINCOLNSHIRE—cont.							
Spilsby, March 8, and Sept. 17, 1850.	44	36	Separate school-rooms, and a master and mistress.	William Holbrook, Competency Section 3, salary 33 <i>l</i> .	Same. Competency Section 1, salary 36 <i>l</i> . 12 <i>s</i> .	Same. Competency Section 3, salary 28 <i>l</i> .	Same. Salary 33 <i>l</i> . 14 <i>s</i> .
April 29, and November 6, 1851.	43	46		Susannah Williamson, Probation Section 1, salary 24 <i>l</i> .	Same.	Same.	Same. Salary 22 <i>l</i> . 3 <i>s</i> .
	40	53					
	33	35					
Stamford, March 13, and Sept. 10, 1850.	26	30	One school-room, divided into two parts by a low partition wall, and a master and mistress. The former instructs the 1st and 2d classes, and the latter the 3d and 4th.	William Rowson, Probation Section 1, salary 30 <i>l</i> .	Same. Competency Section 3, salary 36 <i>l</i> . 12 <i>s</i> .	Same. Competency Section 3, salary 24 <i>l</i> .	Same. Salary 35 <i>l</i> .
March 13, and Nov. 12, 1851.	27	28		Mary Ann Rowson, Probation Section 1, salary 24 <i>l</i> .	Same.	Same.	Same. Probation Section 1, salary 24 <i>l</i> .
	28	33					
	28	29					
NORFOLK.							
Aylsham, May 8, and December 3, 1850.	56	43	Separate school-rooms, and a master and mistress.	Francis Hipper, Probation Section 2, salary 25 <i>l</i> .	Same.	Same.	Same. Probation Section 1, salary 26 <i>l</i> . 3 <i>s</i> .
July 8, 1851.	34	50		Susannah Owen, Probation Section 2, salary 20 <i>l</i> .	Mary Wood, Competency Section 3, salary 28 <i>l</i> .	Same.	Hannah Congdon, Probation Section 3, salary 20 <i>l</i> .
	31	30					
Blofield, May 13, and December 9, 1850.	19	27	One school-room, and a master and mistress.	Frederick Elmer, Probation Section 3, salary 20 <i>l</i> .	Same. Probation Section 2, salary 23 <i>l</i> .	Same. Probation Section 2, salary 23 <i>l</i> .	Same. Salary 25 <i>l</i> .
July 7, 1851.	21	16		Susannah Elmer, Probation Section 2, salary 20 <i>l</i> .	Same.	Same.	Same.
	19	15					
Depwade, April 22 and 25, 1850.	43	53	Separate school-rooms, and a master and mistress.	Tills B. Francis, Probation Section 1, salary 30 <i>l</i> .	Same. Competency Section 2, salary 31 <i>l</i> .	Same. Competency Section 3, salary 28 <i>l</i> .	Same. Salary 33 <i>l</i> .
June 27, 1851.	36	44		Matilda A. Brock, Probation Section 2, salary 20 <i>l</i> .	Same.	Same.	Same.
Docking, May 23, 1850.	13	6	Mixed, with a master and mistress.	John Crittenden, Probation Section 2, salary 25 <i>l</i> .	Same. Probation Section 1, salary 25 <i>l</i> .	Same. Probation Section 1, salary 25 <i>l</i> .	Same. Salary 22 <i>l</i> . 1 <i>s</i> .
July 24, 1851.	15	8		Mary Marsham, Permission Section 3, salary 4 <i>l</i> .	Same. Permission Section 2, salary 8 <i>l</i> .	Same.	Same.

INSTRUCTION.

OBSERVATIONS.

Boys' school. Scriptural knowledge, geography, Grammar, and English history very good. Composition remarkably good. Arithmetic, as far as square root, very good. Discipline and tone good.

Girls' school much improved. Scriptural knowledge, geography, and grammar creditable. Reading, writing, and arithmetic good. Composition fair, discipline and tone excellent.

At my first visit in 1851, the school was, on the whole, satisfactory; but at my second, I found it deteriorated. The greatest defect which has more or less generally characterized this school was the want of readiness and intelligence in the answers on Scripture, grammar, and geography. The reading of the girls was also imperfect. Composition generally good. Lower classes generally backward.

Boys' school unsatisfactory at my first visit in 1850, but since improved, especially in the lower classes. The tone and pronunciation in reading and the spelling in writing from memory are, however, still defective.

Girls' school much diminished in numbers, and chiefly composed of infants. Moderate.

Religious knowledge satisfactory. Geography moderate. Reading as monotonous as usual. Writing moderate. Arithmetic of boys good in 1st class; moderate in others. Writing of boys on slates, composition on Scriptural subjects fairly spelt and expressed. Children dull and unintelligent; but girls remarkably inferior to boys in every respect.

Both schools answered in a satisfactory manner on the Scriptures and the Catechism. Their reading was fair, but rather monotonous. Boys' writing good. Girls' fair in 1st class; moderate in 2d. Spelling in composition and writing from memory on slates good in 1st class of boys; fair in 2d. Girls' spelling fair. Boys' composition fair; girls' moderate. Recommended more practice in it. Boys' arithmetic, as far as fractions good. Girls' arithmetic, as far as the compound rules, good in 1st class; fair in others. Boys' geography good. Girls' geography moderate.

Scriptural knowledge good. Geography stationary. Reading fair. Writing moderate. Composition moderate and ill spelt. 2d class very backward in it. Arithmetic fair. School, generally, rather deteriorated than improved.

The state of the boys' school previous to the appointment of the present master, was very bad, both morally and intellectually, and the improvement which has taken place under his management is highly creditable to him. The absence of industrial training is much to be regretted, and I hope the Board may soon be able to procure some land for the purpose. The school-rooms are inconveniently small, and ill-shaped.

This school is rather unequal, even in the course of the same year; and there is an inferiority in the girls, which is difficult to account for, considering that they are instructed with the boys by the same teacher. The industrial training of the boys, consisting in agriculture, is very well conducted by the schoolmaster. Compare my Report for the year 1849, p. 85.

The arrangements of the children's departments in the New Workhouse are very satisfactory. The separation from the adults is as effectual as is practicable in a workhouse; and additional provision is made for the industrial training of the boys in a piece of land adjoining the house. The girls, besides the usual needlework, are taught washing and ironing in a separate and well arranged laundry.

Since my last visit agricultural training has been introduced for the boys, and the girls are taught washing and ironing in a separate laundry.

At the time of my visit in 1850, only six boys were learning shoemaking and tailoring; the rest received no industrial instruction. This defect is occasioned by the want of a piece of land devoted to industrial training.

The girls' school, though inferior to the boys', showed a general improvement. In explaining the meaning of words not of Saxon origin (which are so seldom understood in schools) they surpassed the boys. They have a separate laundry.

On the whole, the state of the school showed after making due allowance for the absence of some of the more forward boys, that the master had not exerted himself to improve it since my last visit.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
NORFOLK— <i>cont.</i>							
Downham, March 22, and December 18, 1850.	26	33	One school-room, with a master and mistress.	Alfred Buck, Effi- ciency Section 2, salary 50 <i>l</i> .	Same. Salary 45 <i>l</i> .	William Saville, Probation Sec- tion 1, salary 28 <i>l</i> . 2 <i>s</i> .	
July 28, and November 26, 1851.	27	32		Elizabeth Buck, Probation Section 2, salary 20 <i>l</i> .	Same. Salary 20 <i>l</i> .	Jane Saville, Pro- bation Section 2, salary 20 <i>l</i> .	
	22	24					
	32	24					
Erpingham, May 9, 1850.	18	16	Separate school- rooms, and a master and mis- tress.	William Rush, Efficiency Section 1, salary 60 <i>l</i> .	Same. Salary 35 <i>l</i> .	George Conyar, Probation Section 2, salary 23 <i>l</i> . 6 <i>s</i> .	
July 9, 1851.	20	18		Emily Ward, Pro- bation Section 1, salary 24 <i>l</i> .	Same. Salary 19 <i>l</i> .	Same. Salary 19 <i>l</i> . 9 <i>s</i> .	
St. Faith's, May 6, and December 4, 1850.	25	10	One school-room, and a master and mistress.	Joseph Howlett, Probation Section 1, salary 30 <i>l</i> .	Same. Competency Section 2, salary 31 <i>l</i> .	Same. Salary 31 <i>l</i> . 12 <i>s</i> .	
July 4, 1851.	16	10		Elizabeth How- lett, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 19 <i>l</i> .	Same. Salary 20 <i>l</i> . 19 <i>s</i> .	
	17	10					
East and West Flegg, May 3, 1850.	9	13	One school-room, and a mistress.	Fanny Webb, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 19 <i>l</i> . 6 <i>s</i> .	Same. Salary 20 <i>l</i> . 10 <i>s</i> .	
July 14, 1851.	12	9					
Forhoe Hundreds, May 14, and Dec. 10, 1850.	14	20	Separate school- rooms, and a master and mis- tress.	John Cadge, Pro- bation Section 1, salary 30 <i>l</i> .	Same. Competency Section 3, salary 28 <i>l</i> . 8 <i>s</i> .	Same. Salary 23 <i>l</i> . 6 <i>s</i> .	
	20	29			Edmund Monsey, Probation Section 2, salary 22 <i>l</i> . 11 <i>s</i> .	Same. Salary 19 <i>l</i> . 12 <i>s</i> .	
				Agnes Colman, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 19 <i>l</i> . 12 <i>s</i> .	Same. Salary 19 <i>l</i> . 3 <i>s</i> .	
Freebridge Lynn, May 27, and Dec. 14, 1850.	10	15	One school-room, and a mistress.	Thomas Wicks, Probation Section 1, salary 30 <i>l</i> .	Same. Salary 21 <i>l</i> . 10 <i>s</i> .	Maria Mason, Permission Section 2, salary No master.	
July 21, and Dec. 26, 1851.	9	17		Elizabeth Philips, Permission Section 2, salary 8 <i>l</i> .	Same. Permission Section 1, salary 12 <i>l</i> .		
	15	30			Maria Mason, Permission Section 2, salary 8 <i>l</i> .		

INSTRUCTION.

OBSERVATIONS.

The school was, since the resignation of Mr. and Mrs. Buck, for some time without teachers. Two persons named Musgrave were then appointed, who soon after resigned, having been found unsatisfactory. These were succeeded by Mr. and Mrs. Saville, under whom I found the school. As was to be expected, under such circumstances, the proficiency of the children had fallen off. The principal defects were in the penmanship, the writing from dictation and memory, and composition and the arithmetic of the lower classes. At my second visit, I found an improvement in these respects; but the discipline and moral tone of the school had sadly deteriorated.

Boys' school. Scriptural knowledge fair. Geography tolerable. Everything else moderate. Girls' school. Religious instruction satisfactory. Reading very fair for their ages. Everything else moderate.

Religious knowledge good. Reading fluent and correct, but deficient in intonation. The 1st class read the fifth Irish book. Composition and writing from memory much improved and very good. Penmanship good. Arithmetic, as far as compound interest, good. The Italian method of long division had been introduced with success. Geography good. The 1st class also answered fairly in grammar and English history, which are taught orally and as subjects of composition. Discipline and moral tone very good.

Religious knowledge fair, but not intelligent. Geography learnt by rote. Reading very fair. Arithmetic, as far as the compound rules, fair. Penmanship moderate. Composition very middling, but fairly spelt.

At my second visit in 1850, I found the boys' school improved under the management of the present master; but it has since remained stationary. The chief deficiency is in the reading and the spelling of the slate exercises. The girls' school was also stationary. Their worst point was in reading. Their spelling was also as defective as that of the boys.

The 1st class answered fairly on the Scriptures, and also knew something of geography and English history. Reading very fair. Writing fair. Composition very fair. Arithmetic, as far as discount, &c., good in 1st class, fair in 2d. Discipline rather lax.

In 1850, while the school was under the management of Mr. and Mrs. Buck, I made the following note:—"Some of the departments of instruction admit of improvement; but there are few schools in which the understandings of the children are better developed, or a better moral tone imparted to their minds. The Punishment Book contains none of their names; and they are so happy, eager, and merry, that it is a pleasure to examine them." This happy state of things ceased under their successors. Punishments became frequent, and the Visiting Committee were obliged to report, that "The management of the children and the general state of the school were not so good as they ought to be." Mr. and Mrs. Savill have since resigned.

The boys were, all but four, and the girls were all but five, admitted since my last visit, and they were all very young. Little could, consequently, be expected of them. The boys' school had also, for some time, suffered from ill-health of the late master. The Workhouse is a new one, and the school-rooms are spacious and well furnished, but ill ventilated. There is a separate washhouse and laundry for the girls.

The improvement which has taken place, not only in the proficiency, but also in the tone of this school, since it has been conducted by the present teachers, is highly creditable to them. The children now look as cheerful and eager about their work, as they before looked depressed and listless.

The industrial training consists in agriculture, shoemaking, and tailoring, for the boys; and sewing and knitting, for the girls.

The improvement which took place on the appointment of the present mistress has not continued. She requires study to rise above her present level as a teacher.

The boys cultivate a piece of land, under the direction of the schoolmaster.

The two schools were united in 1850, and placed under the present mistress. The children have acquired all they know from the late schoolmaster, who instructed both boys and girls, though the schools were separate. The present school-room is too small, but the Board have resolved to enlarge it on my recommendation.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
			1851	1849.	1850.	1851.	
NORFOLK—cont.							
Guiltcross, April 23, and May 21, 1850.	43	33	One school-room, and a master and mistress. One class-room.	James Turner, Competency Section 3, salary 30 <i>l</i> .	Same. Competency Sec- tion 1, salary 33 <i>l</i> . 12 <i>s</i> .	Hugh Mackay, Competency Section 2, salary 36 <i>l</i> . 8 <i>s</i> .	
June 30, and Nov. 27, 1851.	32 40	32 34		Mary A. Rother- ham, Compete- ncy Section 2, salary 28 <i>l</i> . 16 <i>s</i> .	Same. Salary 27 <i>l</i> . 8 <i>s</i> .	Kezia Horne, Probation Sec- tion 2, salary 20 <i>l</i> .	
Henstead, May 10, and Nov. 29, 1850.	27 29	17 10	Separate school- rooms, and a master and mis- tress, but girls occasionally in- structed toge- ther with boys.	James Youels, Probation Sec- tion 2, salary 25 <i>l</i> .	Same. Probation Sec- tion 1, salary 23 <i>l</i> . 1 <i>s</i> .	Same. Salary 23 <i>l</i> . 15 <i>s</i> .	
July 1, 1851.	21	9		Ann Youels, Pro- bation Section 1, salary 24 <i>l</i> .	Same. Salary 18 <i>l</i> . 8 <i>s</i> .	Same. Salary 17 <i>l</i> . 10 <i>s</i> .	
King's Lynn, May 24, 1850.	17	25	Separate school- rooms, and a master and mis- tress.	Robert Lawson, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Competency Sec- tion 3, salary 29 <i>l</i> .	Edward Ashley, Probation Sec- tion 2, salary 22 <i>l</i> . 11 <i>s</i> .	
July 25, 1851.	17	25		Hannah Cary, Competency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Same. Probation Sec- tion 1, salary 19 <i>l</i> .	Same. Salary 19 <i>l</i> . 6 <i>s</i> .	
Loddon and Cla- vering. December 5, 1850.	30	23	One school-room, and a master mistress.	John Littleproud, Probation Sec- tion 1, salary 30 <i>l</i> .	Edwin Slipper, Probation Sec- tion 2, salary 25 <i>l</i> .	Same. Probation Sec- tion 1, salary 28 <i>l</i> . 5 <i>s</i> .	
June 24, and Dec. 15, 1851.	23 32	21 30		Mary A. Groome, Permission Sec- tion 1, salary 12 <i>l</i> .	Same. Probation Sec- tion 3, salary 16 <i>l</i> .	Same.	
Mitford and Launditch, May 16 and 17 Dec. 11 and 12, 1850.	74	106	Separate school- rooms for boys, girls, and in- fants respec- tively, a master, a mistress, and an infant mis- tress. Two male pupil- teachers in their second year.	Robert Bradfield, Competency Section 1, salary 40 <i>l</i> .	Same. Efficiency Sec- tion 3, salary 49 <i>l</i> . 15 <i>s</i> .	Same. Salary 49 <i>l</i> .	
July 17 and 18, Dec. 22, 23, and 24, 1851.	63 76	78 91		Charlotte Wing, Probation Sec- tion 1, salary 24 <i>l</i> .	Same. Harriet Perfect, infant school- mistress, Pro- bation Section 1, salary 20 <i>l</i> . 10 <i>s</i> .	Same. Salary 21 <i>l</i> . 8 <i>s</i> .	
Norwich City, May 7, and Dec. 2, 1850.	30	33	Separate school- rooms, and a master and mis- tress. Girls re- moved to a house called the Girls' Home, si- tuated half a mile out of the town. The in- fants and fluc- tuating scholars are still taught in workhouse.	Isaac Bailey, Pro- bation Section 1, salary 30 <i>l</i> .	Same. Competency Sec- tion 3, salary 33 <i>l</i> . 8 <i>s</i> .	Same. Salary 29 <i>l</i> .	
July 2. Girls' Home, July 3, 1851.	27	40 27		Elizabeth Wood, Permission Sec- tion 1, salary 12 <i>l</i> .	Same.	Same. Girls' Home, Ruth Grint, Probation Sec- tion 2, salary 19 <i>l</i> .	

INSTRUCTION.

At my second visit in 1851, the school was improved. Answers on Scripture and geography good. The latter, especially, was much improved. Reading fair, but not equal to the other departments of instruction. Writing improved. Composition on slates much improved. Subjects—English history (taught orally) for the boys, and Scripture history for the girls. Arithmetic good. Grammar fair. Tone of school good. Children animated and eager. Industrial training excellent.

Boys' school very fair, but stationary. Scriptural knowledge sufficient, but not intelligent. Reading fair. Writing very good. Composition and writing on slates from memory well spelt. Style of the former fair. Arithmetic, as far as discount, interest, and fractions good.

Boys' school much deteriorated, owing to the ill health of the late master for some time previous to his death. The present one was recently appointed.

Girls' school slightly improved, but still very middling. The memory was alone cultivated, and the girls appeared unable to use their understandings, and replied by the first scrap of Scripture they remembered. Penmanship and arithmetic also very moderate for their ages and time of instruction.

There was not much alteration in the school; but the arithmetic, spelling, and penmanship of the 1st class were improved. The reading was very indistinct and monotonous, especially in the 2d class. The lower classes were chiefly composed of new comers.

The boys' school was in its usual efficient condition, and improved in regard to writing, which was formerly inferior to the rest. Scriptural and religious knowledge and geography good. Grammar moderate. Reading (Scriptures 51; 3d, 4th, and 5th Irish books, 33) good. Arithmetic (simple rules, 22; compound rules and reductions 15; proportion and practice, 23; fractions and decimals and square root, 16) very good. Italian method of long division introduced with success. Discipline and tone excellent.

Girls' school improved, especially at my second visit in 1851.

Infants' school also improved and very fair.

Boys' school. Scriptural and religious knowledge satisfactory. Reading very fair, but everything else middling. From their low average age, however, little could be expected. Writing from memory had not been sufficiently practised.

Girls' school almost entirely composed of infants and girls not likely to remain long in the house, all the others being removed to the Home. They were all learning the rudiments of reading, writing, and arithmetic.

Girls' Home. Scriptural knowledge very fair, but reading, writing, and arithmetic middling. Industrial training excellent.

OBSERVATIONS.

Some additional land has, since 1850, been taken into cultivation by the boys, and some cows have been procured, but no girls were, at my last visit, yet employed in the dairy. It is, however, intended to do so.

It appears from the account published by the Workhouse master, that the produce of the land has been as follows:—

Net Produce of 4 acres 1 rood 35 poles:			
1847.	Commencing from Lady-day qr.	£60	2 4½
1848.	Ditto ditto	-	51 17 6
1849.	To Christmas, ¾ of a year	-	67 2 1½
1850.	-	-	84 17 3
Total net profit for three years and three quarters.		263	19 2½
Average per acre		-	15 15 0

The small number of girls, and their fluctuating attendance, rendered it impossible to form an opinion upon the girls' school.

In 1850 the boys brought into cultivation a piece of land, which was previously all heaps and holes, and full of stones. An additional field has been since devoted to industrial training.

This school was pointed out to me as a proper place for the appointment of pupil-teachers, by the fact, that two of the former monitors are already doing well as schoolmasters.

With regard to industrial training, see observations, Report for the year 1849, p. 73. My recommendations on this subject have been, in great measure, carried out, 10 acres of land being so devoted to that purpose. Some cows and a dairy are now the only things wanting. The boys' school-room has been enlarged, at my recommendation, and is now a very good one.

There were more than 20 boys in the Boys' Home (for an account of which, see my Report for 1849, p. 74), earning, on an average, 3s. per week, and very nearly covering the cost of their maintenance. Eight boys had left the Home, and provide for themselves; one was in the Workhouse for bad conduct.

I recommended a similar Home for the girls, and found it established at my second visit in 1850. It is well situated out of the town, and provided with every requisite for industrial training, principally with a view to domestic service.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
NORFOLK—cont.							
Swaffham, May 15, and Dec. 14, 1850.	15	20	Separate school- rooms, and a master and mis- tress. 1st class girls instructed by master in the afternoon.	Thomas Lloyd, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Salary 21 <i>l</i> . 16 <i>s</i> .	Thomas Balls, Probation Sec- tion 1, salary 24 <i>l</i> . 16 <i>s</i> .	
July 22, and Dec. 29, 1851.	6	17		Ann Winter, no Certificate.	Same.	Same.	
Thetford, April 17, 1850.	19	17	One school-room, and a master and mistress.	James Ward, Pro- bation Section 1, salary 30 <i>l</i> .	Same. Competency Sec- tion 2, salary 30 <i>l</i> .	Same. Salary 33 <i>l</i> . 8 <i>s</i> .	
May 15, and Dec. 19, 1851.	29	13		Harriet Ward, no Certificate.	Same. Permission Sec- tion 1, salary 12 <i>l</i> .	Same.	
Tunstead and Shepping Hun- dreds, Dec. 6, 1850.	23	24	Separate school- rooms, and a master and mis- tress.	William Watts, Permission Sec- tion 1, salary 15 <i>l</i> .	No teachers at the time of my visit.	Thomas Wicks, Probation Sec- tion 1, salary 21 <i>l</i> . 19 <i>s</i> .	
July 10, 1851.	14	13		Mary Watts, Per- mission Section 1, salary 12 <i>l</i> .		Mary M'Cordran, Probation Sec- tion 3, salary 12 <i>l</i> .	
Walsingham, May 22, 1850.	33	26	Separate school- rooms, and a master and mis- tress.	George T. Wright, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Salary 23 <i>l</i> . 12 <i>s</i> .	Benjamin Reader, Probation Sec- tion 3, salary 20 <i>l</i> .	
July 23, 1851.	31	23		Elizabeth Play- ford, Probation Section 3, salary 16 <i>l</i> .	Same.	Harriett Howlett, Probation Sec- tion 1, salary 19 <i>l</i> . 12 <i>s</i> .	
Wayland, May 20, 1850.	15	9	One school-room, and a mistress.	Thomas Eastgate, Competency Section 3, salary 33 <i>l</i> .	Same. Salary 28 <i>l</i> .	Mary Ann Mid- dleton, Probation Section 1, salary 18 <i>l</i> . 14 <i>s</i> .	
July 15, 1851.	10	6		Helen Eastgate, Probation Sec- tion 2, salary 20 <i>l</i> .	Same. Salary 17 <i>l</i> . 4 <i>s</i> .		
Great Yarmouth; May 2, 1850.	44	30	One school-room, and master and mistress; but the schools have since been sepa- rated.	William West, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Since resigned.	Alfred Buck, Effi- ciency Section 2, salary 47 <i>l</i> . 5 <i>s</i> .	
July 11, 1851.	49	33				Elizabeth Buck, Probation Sec- tion 2, salary 20 <i>l</i> .	
NORTHAMPTON- SHIRE.							
Brackley, June 14, 1850.	29	29	Separate school- rooms, and a master and mis- tress.	William Ridge, no certificate. Harriet W. Fleck- noe, Compete- ncy Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Same.	Edwin Hall, Competency Section 3, salary 29 <i>l</i> . 12 <i>s</i> .	
March 4, and October 6, 1851.	46	56			Same. Salary 28 <i>l</i> .	Same. Salary 27 <i>l</i> . 8 <i>s</i> .	
	20	28					
Brixworth, June 24, 1850.	22	28	Separate school- rooms, and a master and mis- tress.	Edward Watts, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Salary 24 <i>l</i> . 7 <i>s</i> .	Same. Competency Sec- tion 3, salary 29 <i>l</i> . 16 <i>s</i> .	
February 27, and October 7, 1851.	26	22		Elizabeth Gla- nister, Probation Section 3, salary 16 <i>l</i> .	Same. Declined to be examined, no certificate.	Mary Sharp, Probation Section 3, salary 16 <i>l</i> .	
	28	23					

INSTRUCTION.

OBSERVATIONS.

At my first visit in 1851, the school appeared to have deteriorated; but at my second, I found an improvement in the permanent scholars.

The falling off in the proficiency of the school at my first visit is not the fault of the present master, who had been at that time but a short time in office.

The state of the school was, on the whole, satisfactory, though stationary. A good many children had entered the school since my last visit, most of whom were entirely ignorant. Nearly all the elder girls had left for situations.

The girls are very inferior to the boys. This is partly explained by the circumstance that their services are, owing to the small number of able-bodied women, often wanted during school hours. The boys, however, appear superior in natural intelligence.

Both schools answered tolerably in the Scriptures; but their reading, writing, spelling (on slates), and arithmetic were middling. The Schoolmistress is very middling and too old to improve.

At the time of my visit in 1850, the schoolmaster had been dismissed for grossly immoral conduct; and the schoolmistress, his wife, had left with him. Their successors not being yet appointed, I did not inspect the school. The greatest difficulty was found in filling up the vacancies.

It appeared from the permanent portion of the scholars that Mr. Wright had been negligent for some time previous to his resignation, which, I was informed, was the case. The girls had improved considerably in Scriptural knowledge, but were still backward in other things.

At the time of my visit, Mr. Reader had been six weeks, and Miss Howlett six months, in office. The former has since resigned, and has been succeeded by a pupil of the Kneller Hall Training School.

Scriptural and religious knowledge satisfactory. Reading fair, but monotonous. Writing and arithmetic, as far as compound interest, fair. Geography and grammar moderate.

The school was in much the same condition as under Mr. West, but some improvement was apparent. The discipline was much impaired at the time of the present teachers' appointment, and has been restored with difficulty; this has naturally retarded the improvement of the school.

The school-room was much too small for the number of children, which occasioned confusion, and encouraged the children in their disorderly conduct. I recommended that it should be enlarged; but the Board have separated the boys from the girls, I hope only for a time.

Boys much improved in Scriptural knowledge and geography. Reading, however, not so good in tone as formerly. Composition had been introduced with advantage. Arithmetic good in 1st class; moderate in 2d. Geography fair. Grammar moderate. Penmanship not so good as formerly.

Girls' school as satisfactory as at previous inspections. Composition introduced with advantage. Needlework as usual excellent.

The late schoolmaster, a very old man, was, no doubt, in his youth, a favorable specimen of the teachers of his time, and the purely mechanical departments of instruction were efficiently taught by him. But the intellectual was entirely neglected, and a remarkably fine set of boys appeared, when examined, no better than automatons. The present master is free from these defects, but, on the other hand, he is not so good a teacher of reading and writing. Agricultural labour has been introduced for the industrial training of the boys.

Boys' school. Religious knowledge good. Reading improved in tone. Composition and writing from memory on slates very fairly spelt. Penmanship very good in 1st class. Arithmetic fair, but requiring improvement. Grammar moderate. Geography fair. Girls' school unsatisfactory.

Some land is now devoted to the industrial training of the boys. The boys' school would have improved more rapidly, had it not been for the ill-health of the schoolmaster. The girls' school has, as long as I have known it, been conducted by very inferior mistresses.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.		
			1851.	1849.	1850.	1851.
NORTHAMPTONSHIRE— <i>cont.</i>						
Daventry, June 21, 1850.	54	24	One school-room, and a master and mistress. Rooms much enlarged.	Celina Ward, Competency Section 2, salary 28 <i>l.</i> 16 <i>s.</i>	Same. Salary 32 <i>l.</i>	George Linnell, Competency Section 2, salary 40 <i>l.</i>
February 28, and Sept. 25, 1851.	54	28		Celina Ward, Competency Section 2, salary 35 <i>l.</i>		
Hardingstone, June 25, 1850.	12	10	One school-room, and a mistress.	Anne Littler, Probation Sec- tion 1, salary 24 <i>l.</i>	Same. Salary 19 <i>l.</i> 15 <i>s.</i>	Caroline Chap- man, Probation Section 2, salary 19 <i>l.</i> 16 <i>s.</i> 6 <i>d.</i>
August 13, 1851.	17	14				
Kettering, June 25, 1850.	14	15	Separate school- rooms, and a master and mis- tress.	Charles Warren, Probation Sec- tion 1, salary 30 <i>l.</i>	Same. Competency Sec- tion 3, salary 28 <i>l.</i>	Wheeler Stephens, Probation Sec- tion 1, salary 22 <i>l.</i> 8 <i>s.</i>
March 12, and August 2, 1851.	18	18		Elizabeth Brown, Competency Section 3, salary 26 <i>l.</i> 8 <i>s.</i>	Same. Salary 24 <i>l.</i>	Louisa M. Ste- phens, Probation Section 3, salary 16 <i>l.</i>
Northampton. June 18, 1850.	22	42	One school-room, and a master and mistress.	Joseph West, Competency Section 3, salary 33 <i>l.</i>	Same. Salary 35 <i>l.</i>	Same.
March 7, and September 3, 1851.	21	39		Sarah West, Per- mission Section 1, salary 12 <i>l.</i>	Same.	Same. Probation Sec- tion 3, salary 16 <i>l.</i>
Oundle, June 27, 1850.	12	15	Boys instructed in the national school; girls and younger boys in the house by a mis- tress.	Henry Carilon, Competency Section 3, salary 33 <i>l.</i>	Master sup- pressed.	
March 7, 1851.	4	16		Millicent Rusby, Probation Sec- tion 2, salary 20 <i>l.</i>	Same. Salary 16 <i>l.</i> 18 <i>s.</i>	Same. Salary 18 <i>l.</i> 9 <i>s.</i>
Peterborough, March 15, and September 9, 1850.	46	60	One school-room divided by a wooden parti- tion, and a mas- ter; 1st and 2d classes of boys and girls in- structed by master; lower classes by mis- tress.	Alfred Sparke, Efficiency Sec- tion 3, salary 45 <i>l.</i>	Same. Salary 50 <i>l.</i>	Same. Salary 53 <i>l.</i>
March 13, and October 8, 1851.	36	37		Mary Sparke, Probation Sec- tion 2, salary 20 <i>l.</i>	Same. Salary 24 <i>l.</i>	Same.
Potterspury, June 20, 1850.	27	7	One school-room, and a master and mistress. The master is governor of the workhouse.	W. F. Whiston, Competency Section 1, salary 40 <i>l.</i>	Same. Salary 34 <i>l.</i>	Same. Salary 31 <i>l.</i> 8 <i>s.</i>
February 10, and Sept. 26, 1851.	29	5		No mistress.	M. A. Pitman, Probation Sec- tion 3, salary 16 <i>l.</i>	Same. Probation Sec- tion 2, salary 20 <i>l.</i>
Thrapston. June 28, 1850.	8	6	One school-room, and a mistress.	Eleanor Ives, Competency Section 2, salary 28 <i>l.</i> 16 <i>s.</i>	Same. Salary 24 <i>l.</i> 8 <i>s.</i>	Same. Salary 23 <i>l.</i> 8 <i>s.</i>
March 11, 1851.	6	8				

INSTRUCTION.

OBSERVATIONS.

At my inspection in 1850, I found the school sadly fallen off in efficiency. At my first inspection in 1851, I found a slight improvement. At my last, a further progress had taken place; but the school was yet far from what it had been.

Religious knowledge satisfactory. Reading fair in 1st class; moderate in others. Intonation bad. Penmanship moderate. Spelling in slate exercises moderate as before. Arithmetic fair. Geography (not taught previous to the present mistress) fair.

Both schools had deteriorated and were in a very middling condition. The fault did not, however, appear to be with the present teachers, who had been only three months in charge of them, but with the late ones.

Religious knowledge good. Reading unequal, many children having been raised from the 2d and 3d classes to the 1st to fill up vacancies. Writing of boys good; of girls fair. Spelling in slate exercises, boys generally good, girls inferior. Arithmetic, boys generally good, girls inferior. Notation imperfect. Geography, fair. Grammar very moderate. Discipline and tone good.

Scriptural knowledge fair, but answers not intelligent. Reading, writing, and arithmetic moderate. Children mostly very young. 16 elder boys instructed in the National school.

Religious knowledge satisfactory. Reading fair. Spelling in composition and writing from memory fair. Penmanship moderate. Arithmetic good in 1st class; fair in others. Grammar moderate. Geography fair. The lower classes, composed of infants and new comers, are taught in a satisfactory manner by the mistress. Industrial training good. The school was altogether in a more satisfactory condition in 1851 than in the previous year.

Religious knowledge good. Reading fair, but monotonous. Spelling in composition and writing from memory on slates much improved and very fair. Arithmetic, as far as proportion and practice, very fair. Grammar moderate. English history, down to King John, fair. Geography fair. Sufficient pains had not been taken to ascertain that the children understood the meaning of words occurring in their books. Discipline and tone good.

Scriptural knowledge fair. Reading very monotonous. Writing and arithmetic average. Spelling fair. Children remarkably deficient in intelligence.

In 1851 the Board, at my recommendation, appointed a schoolmaster, and hired a piece of land for the industrial instruction of the boys. This is a great improvement, but there are boys enough to cultivate more than four acres.

This school has never been in a satisfactory state. With regard to the girls, however, it is partly accounted for by their being often employed during school hours in domestic work.

The lower classes are composed of very young or fluctuating scholars. The first class boys leave very early, owing to the employment afforded by the shoe trade.

The school in which the elder boys are instructed is under inspection, and is now conducted by a master trained at Battersea. It is situated near the Workhouse. It is to be regretted, that the girls and infants are not sent there also.

Three acres of land have been hired, at my recommendation, for the industrial training of the boys, and shoemaking and tailoring have been discontinued. This school, which was, when I first inspected it, one of the best in my district, has since declined in efficiency, chiefly on account of a sudden change in its composition, which has deprived the master of his best scholars. I think, however, that it will eventually return to its former condition. Compare Report for 1849, p. 92.

The boys cultivate seven acres, under the able direction of the master. The girls are taught washing, besides the usual needlework.

The extraordinary disproportion between the numbers of boys and girls is a peculiarity of this school, which is difficult to account for.

The Board having refused to provide the school with maps, the mistress has procured them herself, and has commenced teaching geography.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.					
			1851.	1849.	1850.	1851.			
NORTHAMPTONSHIRE— <i>cont.</i>									
Towcester, June 13, 1850.	9	13	Separate school- rooms, and a master and mis- tress.	George Linnell, Probation Section 2, salary 25 <i>l</i> .	H. James, Pro- bation Section 2, salary 21 <i>l</i> . 16 <i>s</i> .	Same.	Salary 21 <i>l</i> . 2 <i>s</i> . 6 <i>d</i> .		
March 6, and Sept. 27, 1851.	10 5	13 7		Mary S. Webb, Permission Section 1, salary 12 <i>l</i> .	Same.	Same.			
Wellingborough. June 26, 1850.	22	23	Separate school- rooms, and a master and mis- tress.	William Churchill, Probation Section 2, salary 25 <i>l</i> .	John Roberts, Competency Section 3, salary 31 <i>l</i> . 16 <i>s</i> .	William A. Mor- ris, Probation Section 3, salary 20 <i>l</i> .	Same.		
March 10, and Sept. 29, 1851.	20 17	26 11		Mary Churchill, Probation Section 1, salary 24 <i>l</i> .	Sarah Harrison, Probation Section 3, salary 16 <i>l</i> .	Same. Probation Section 2, salary 19 <i>l</i> .			
NOTTINGHAM- SHIRE.									
Basford, August 14, 1850.	21	31	Separate school- rooms, and a master and mis- tress.	Benjamin Hib- bert, Competency Section 1, salary 40 <i>l</i> .	Same. Salary 32 <i>l</i> . 8 <i>s</i> .	Same.	Salary 30 <i>l</i> . 12 <i>s</i> .		
October 16, 1851.	33	21		Elvina Rushton, Competency Section 3, salary 23 <i>l</i> . 9 <i>s</i> .	Same. Probation Section 1, salary 22 <i>l</i> . 9 <i>s</i> .	Same. Competency Section 3, salary 26 <i>l</i> . 2 <i>s</i> .			
Bingham, August 12, 1850.	14	9	One school-room, and a mistress.	Fanny Eadson, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 2, salary 25 <i>l</i> . 8 <i>s</i> .	Same.	Salary 26 <i>l</i> .		
October 20, 1851.	15	11							
East Retford, October 22, 1850.	9	11	One school-room, and a mistress.	Mary Durham, no Certificate.	Sarah Hancock, Probation Section 1, salary 20 <i>l</i> . 16 <i>s</i> .	Same.	Salary 20 <i>l</i> . 19 <i>s</i> .		
May 7, 1851.	6	18							
Mansfield, March 2, 1850.	8	16	One school-room, and a mistress.	Eliza Simpson, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 2, salary 27 <i>l</i> . 4 <i>s</i> .	Same.	Salary 27 <i>l</i> . 4 <i>s</i> .		
October 25, 1851.	18	16							
Newark, August 23, 1850.	33	18	One school-room, and a master and mistress.	William Jardine, Competency Section 3, salary 33 <i>l</i> .	Same. Salary 35 <i>l</i> .	Same.	Salary 33 <i>l</i> . 4 <i>s</i> .		
May 9, and October 23, 1851.	32 19	14 10		Harriet Pattison, Probation Section 1, salary 24 <i>l</i> .	Same.	Same. Salary 22 <i>l</i> . 3 <i>s</i> .			

INSTRUCTION.

OBSERVATIONS.

Scriptural knowledge fair. Reading very monotonous. Writing improved. Arithmetic of boys good; of girls fair.

The numbers being so small, I recommended that the two schools should be united under a mistress.

Boys' school unsatisfactory. Girls' school a little improved, but still very moderate. 8 boys employed on the land and 4 taught shoemaking.

This school is one of the least satisfactory, both morally and intellectually, in my district, owing to the succession of teachers, mostly bad, with which it has been afflicted.

Boys' school. Religious knowledge fair, but not equal to what it has been. Reading fair. Spelling in slate exercises good in 1st class; moderate in 2d. Penmanship moderate. Arithmetic fair in 1st class; moderate in 2d. English history good. Geography fair.

Some of the boys are employed on the land, and a few are taught tailoring.

Girls' school chiefly composed of infants. Religious knowledge very fair. Reading of 1st class good; of 2d fair. Penmanship fair. Arithmetic of 1st class fair; of 2d moderate. Geography fair.

The average age of the children is very low; the boys averaging nine, and the girls under nine years old.

Religious knowledge good. Reading fair, but monotonous. Spelling in composition and writing from memory fair. Penmanship fair. Arithmetic, up to the compound rules, fair, but rather slow. Grammar, English history, and geography fair.

Three boys labour on the land, but irregularly, and together with the men. The girls are not taught to knit. This is the case in other workhouses near Nottingham. Recommended that they should be so, as well as the younger boys.

Scriptural knowledge fair. Reading, writing, and arithmetic very moderate. Spelling on slates bad.

It is impossible to induce a good teacher to take so small a school. It must consequently remain in a more or less unsatisfactory state.

Religious knowledge good. Reading of 1st class, on the whole, good; of other classes fair. Spelling in composition and writing from memory good in 1st class; fair in 2d. Penmanship fair. Grammar, English history, and geography fair. Discipline and tone good.

No land has yet been procured for the industrial training of the boys. The girls sew and make their own clothes, but are not taught to knit. I recommended that they should be so. The mistress is above the average as a teacher, and earnest in her work.

Religious knowledge good. Reading good in 1st class; fair in others. Spelling in composition and writing from memory generally good. Penmanship good in 1st class; fair in 2d. Arithmetic, as far as interest, good. Grammar fair. English history fair in 1st class. Geography good in 1st class; fair in 2d. Discipline and tone good.

A piece of land is cultivated by the boys.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
NOTTINGHAMSHIRE— <i>cont.</i>							
Nottingham, August 16, and Oct. 21, 23, 1850.	46	45	Separate school- rooms, and a master and mis- tress. Infants, since 1849, in- structed with girls.	Charles Hollins, Permission Sec- tion 1, salary 15 <i>l</i> .	Thomas Cave, Probation Sec- tion 1, salary 30 <i>l</i> .	Same. Competency Sec- tion 3, salary 34 <i>l</i> . 4 <i>s</i> . Same. Salary 25 <i>l</i> . 16 <i>s</i> .	
Oct. 17, 1851.	53	43		Elizabeth Fowkes, Efficiency Sec- tion 1, salary 48 <i>l</i> . Harriet Thorn- ton, Probation Section 1, salary 24 <i>l</i> .	Mary A. Osborne, Competency Section 3, salary 28 <i>l</i> .		
Radford, Feb. 28, and Oct. 18, 1850.	9	6	At first visit se- parate school- rooms, and a master and mis- tress. At second visit one school- room, and a mistress.	Alfred Butler, Probation Sec- tion 2, salary 25 <i>l</i> .	Frances Wood- ward, Probation Section 1, salary 19 <i>l</i> .	No teacher.	
	4	3		Frances Wood- ward, Probation Section 1, salary 24 <i>l</i> .			
Southwell, August 28, 1850.	18	15	Separate school- rooms, and a master and mis- tress.	Charles Spray, Efficiency Sec- tion 3, salary 45 <i>l</i> .	William Sumner, Probation Sec- tion 2, salary 22 <i>l</i> . 17 <i>s</i> .	Same. Afterwards Tho- mas Driver, Pro- bation Section 3, salary 20 <i>l</i> . Susan Thompson, Probation Sec- tion 1, salary 18 <i>l</i> . 15 <i>s</i> .	
Nov. 4, 1851.	21	10		Maria Richard- son, Probation Section 2, salary 20 <i>l</i> .	Same. Probation Sec- tion 3, salary 16 <i>l</i> .		
Worksop, Oct. 22, 1850.	5	20	One school-room, and a mistress. Elder boys taught in the national school.	Elizabeth Frith, Competency Section 3, salary 28 <i>l</i> .	Same. Probation Sec- tion 2, salary 16 <i>l</i> .	Louisa M. Foster, Probation Sec- tion 1, salary 21 <i>l</i> . 2 <i>s</i> .	
May 8, 1851.							
RUTLAND.							
Oakham, March 14, and Sept. 4, 1850.	27	11	Boys and girls taught together by the gover- nor, the matron teaching needle- work.	James H. Leach, Competency Section 3, salary 33 <i>l</i> .	Same. Probation Sec- tion 1, salary 24 <i>l</i> . 13 <i>s</i> .	Same. Salary 24 <i>l</i> . 4 <i>s</i> .	
March 19, 1851.	17	5		E. S. Leach not examined.	Same.		
	25	13					
Uppingham, March 14, and Sept. 5, 1850.	11	20	One school-room, and a mistress.	Emma Measures, Competency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Same. Salary 26 <i>l</i> . 12 <i>s</i> .	Same. Salary 27 <i>l</i> . 6 <i>s</i> .	
	10	15					
March 18, 1851.	11	17					

INSTRUCTION.

Boys' school. At my last visit in 1850, I found it in a very unsatisfactory condition, especially in regard to religious instruction. The present master had then been but a short time in charge of the school. On revisiting it in the following year, I found it much improved. Scriptural knowledge good, but Catechism not taught. Reading fair. Spelling (tested by composition and writing from memory on slates) fair. Penmanship very fair, and some of it good. Arithmetic, as high as interest, good in 1st class; fair in 2d. English history moderate. Geography very fair, and much improved.

Girls' school. It consisted half of infants, and the elder girls were in a great part new comers. Considering these circumstances, it was, on the whole, satisfactory, but there was a want of readiness and intelligence in the answers of the 1st two classes, which proved that they had not been sufficiently examined on what they read. The industrial training is imperfect, as knitting is not taught.

The school was so small in 1850 that it was difficult to form an opinion upon its condition. In the following year the school was abolished and the children were sent to the National School.

The boys' school had not materially fallen off in efficiency, as I had expected it would, under Mr. Sumner's management, but neither had it improved.

There were only four girls who could be expected to know anything, and they were fairly instructed.

The school was in a very unsatisfactory condition, and had evidently been shamefully neglected by the late mistress. The present one, however, promises well.

In the year 1850, the school was in an unsatisfactory state. In 1851, I found it somewhat improved, but the writing and arithmetic were still not what they should be, and the children answered very much at random.

Scriptural knowledge and geography good. Reading fair, but monotonous. Composition very middling in point of style, but well spelt. Penmanship fair in 1st class; moderate in 2d. Arithmetic good, 1 boy being in decimals 2 boys and 2 girls in proportion, and 14 boys and girls in the lower rules. Discipline and tone good.

OBSERVATIONS.

I did not inspect the boys' school in 1850, as the master who succeeded Mr. Hollins had not yet entered on his duties. He soon after resigned, finding himself unable to manage the school, and was succeeded by the present one. The inefficiency of the two former teachers sufficiently accounts for the unsatisfactory condition in which they left the school.

At my visit in 1851, 14 boys were taught shoe-making and tailoring, and some of the others are employed irregularly on the land belonging to the house, but they cannot be said to be trained to agriculture.

The decrease of the numbers since my first visit to this school, in consequence of the prosperity of the town, is remarkable:—

		Boys.	Girls and Infants.
1848.	January 31 - -	235	160
"	August 11 and 12 -	168	127
1849.	May 25 - -	136	91
1850.	October 21 and 23 -	46	45
1851.	October 17 - -	53	43

The numbers having lately increased, a school-mistress has been appointed.

The cause of the compulsory resignation of the late master and mistress is a remarkable instance of the low tone of morality so frequently exhibited by the present race of work-house teachers. She was old enough to have been his mother.

On account of the unsatisfactory state of the school, the late mistress received a lower certificate, and was soon after compelled to resign on account of misconduct.

The master's certificate was lowered in consequence of the unsatisfactory state of the school; and the improvement which has since taken place is not sufficient to entitle him to his former certificate.

During the year 1850, the school declined in efficiency from the loss of many of its best scholars, but it is now rising again, and will, I hope, soon attain its former level.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.		
			1851.	1849.	1850.	1851.
SHROPSHIRE.						
Newport. February 18, and August 29, 1851.	15	15	One school-room, and a master and mistress. Master recently appointed.			
	16	15				
STAFFORDSHIRE.						
Burton-on-Trent, July 20, 1850.	25	15	Separate school- rooms, and a master and mis- tress.	William Graham, Competency Section 2, salary 36 <i>l</i> . Ann Richardson, Probation Sec- tion 3, salary 16 <i>l</i> .	Same. Salary 32 <i>l</i> . 16 <i>s</i> .	Same. Salary 30 <i>l</i> .
Sept. 10, 1851.	24	19				
Cheadle, October 15, 1850.	23	20	One school-room, and a mistress.	Jane Ramage, Efficiency Sec- tion 1, salary 48 <i>l</i> .	Same. Salary 36 <i>l</i> . 15 <i>s</i> .	Same. Salary 37 <i>l</i> .
September 5, 1851.	30	18				
Leek. October 14, 1850.	14	18	Separate school- rooms, and a master and mis- tress.	Peter Jepson, Permission Sec- tion 1, salary 15 <i>l</i> . Elizabeth Smith, Probation Sec- tion 1, salary 24 <i>l</i> .	Charles Green, Probation Sec- tion 2, salary 23 <i>l</i> . 9 <i>s</i> . Same. Salary 19 <i>l</i> . 18 <i>s</i> .	Same. Probation Sec- tion 3, salary 20 <i>l</i> . Same. Salary 18 <i>l</i> . 14 <i>s</i> .
September 4, 1851.	16	19				
Lichfield, Sept. 26, 1850.	25	22	One school-room, and a mistress.	Mary Roberts, not examined on account of indisposition.	Same. Probation Sec- tion 2, salary 20 <i>l</i> .	Same. Salary 20 <i>l</i> .
August 26, 1851.	20	20				
Newcastle-under- Lyme. August 19, and October 10, 1850.	31	23	One school-room, and a master and mistress.	Thomas Bennet, Probation Sec- tion 1, salary 30 <i>l</i> . Mary Lodge, Per- mission Section 1, salary 12 <i>l</i> .	Same. Competency Sec- tion 3, salary 31 <i>l</i> . Same.	Same. Salary 35 <i>l</i> . Same.
September 2, 1851.	29	33				
Penkridge, October 4, 1850.	10	8	One school-room, and a mistress.	Lavinia Lewis, Permission Sec- tion 2, salary 8 <i>l</i> .	Same.	Mary Bradshaw, Probation Sec- tion 1, salary 18 <i>l</i> . 8 <i>s</i>
February 20, and August 22, 1851.	6	8				

INSTRUCTION.

Scriptural and religious knowledge fair. Reading fair. No secular reading books. No writing on copy books. Boys write on slates; girls not at all. Boys' arithmetic moderate. Girls do not learn it. No industrial training for boys. Girls sew and knit.

Boys' school. Scriptural and religious knowledge excellent. Reading of 1st class good; of 2d very fair. Penmanship very fair. Composition fair and generally well spelt. Arithmetic good. Grammar and geography fair. Discipline and tone excellent. They sing very agreeably, and 4 of them from notes. Children very young.

Girls' school. Scriptural and religious knowledge fair. Reading improved. Penmanship fair. Spelling of slate exercises from memory and arithmetic moderate.

Religious knowledge good. Reading good. Spelling, tested by composition and writing from memory, good in 1st class; fair in 2d. Penmanship very fair. Arithmetic fair, but not equal to the other departments of instruction. Grammar moderate. English history fair. Geography good. Discipline and tone excellent. Boys trained to agricultural labour. Girls' needlework excellent.

Boys' school stationary, and very moderate. Girls' school in its usual satisfactory condition. Religious knowledge good. Reading good. Spelling of 1st class in slate exercises from memory much improved, and very fair. Arithmetic confined to the simple rules, but fair as far as it went. Discipline, tone, and industrial training excellent.

Scriptural knowledge very fair. Reading fair, but monotonous; in lower classes moderate. Spelling fair. Penmanship average. Arithmetic moderate. Geography moderate; lower classes mostly fluctuating.

School improved. Religious knowledge good. Reading very fair, but not distinct enough. Spelling, tested by composition and writing from memory on slates, good in 1st class; fair in others. Penmanship good in 1st class; average in others. Arithmetic, as far as proportion, good in 1st class; fair 2d. Geography good. Grammar very fair. Arithmetic not commenced low enough, being confined to the 1st and 2d classes. Discipline and tone good.

The children answered tolerably on the Catechism and Scriptures, and showed some knowledge of geography; but their reading, spelling, penmanship, and arithmetic were very moderate.

OBSERVATIONS.

The building, situated at Gnosall, is devoted exclusively to the children, the adult inmates being in a separate workhouse at Newport. This school was very recently transferred from my colleague, Mr. J. Simons's district, to my own. The repayment of the mistress's salary is suspended till the deficiencies of the school shall be supplied. I recommended that some land should be hired for the industrial training of the boys, and that the son of the schoolmistress, a gardener by profession, should be appointed schoolmaster. This has since been done.

The boys are daily employed in agricultural labour, under the superintendence of the schoolmaster. For further details of this school, see my Report for the year 1847-48, Observations.

The boys are so cheerful, lively, and eager, that it is a pleasure to examine them. The girls are remarkably inferior to them in intelligence, and the contrast between the two schools affords a striking proof of the influence of good or bad culture on the development of the understanding and the character.

This school would be admirably adapted for the training of a female pupil-teacher; but I have abstained from recommending it, being apprehensive that the health of the mistress would fail under such an addition to her already very heavy duties. The Board has, however, since resolved to appoint an industrial mistress, who would also assist in the school. This would afford the mistress the requisite leisure for the instruction of a pupil-teacher.

The girls' school is one of the most pleasing I know. Instruction is not carried very high; but what is attempted is sound, and the moral tone is admirable. The mistress is an excellent specimen of the old Dame school of teachers, and appears more like a mother to the children than a schoolmistress. For further details, see Report for 1849, p. 24. A laundry has since been erected in the girls' yard; and two acres of land are devoted to the industrial training of the boys.

The boys are trained to agricultural labour, under the schoolmaster's direction. A good organ, costing 100*l.*, has been purchased by subscription, and set up in the school-room, which is also the chapel, for Divine service. The children sang very agreeably, accompanied on it by the workhouse master and the schoolmaster, who are both musicians.

The average age of the children was seven, and they had been, with two exceptions, admitted within the year.

My first visit in 1851 was to examine candidates for appointment as schoolmistresses, at the request of the Board.

NAME OF SCHOOL AND DATE OF VISIT.	Boys. Girls and Infants.		Organization.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1849.	1850.	1851.	
STAFFORDSHIRE— <i>cont.</i>							
Stafford, October 9, 1850.	34	31	One school-room, and a master and mistress.	Joseph Stainton, Probation Sec- tion 1, salary 30 <i>l.</i>	Same. Salary 29 <i>l.</i> 6 <i>s.</i>	Henry Trubshaw, Probation Sec- tion 3, salary 20 <i>l.</i> Same. Probation Sec- tion 2, salary 20 <i>l.</i>	
August 28, 1851.	33	31		Mary Wilsham, Probation Sec- tion 3, salary 20 <i>l.</i>	Same. Salary 16 <i>l.</i>		
Stoke-upon-Trent, Oct. 11 and 12, 1850.	61	45	Separate school- rooms, and a master and mis- tress; but girls partly instruct- ed by master.	William Wade, Competency Section 1, salary 40 <i>l.</i>	Same. Efficiency Sec- tion 3, salary 47 <i>l.</i> 15 <i>s.</i>	Same. Salary 44 <i>l.</i> 12 <i>s.</i> 6 <i>d.</i> Same. Salary 22 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i>	
Sept. 8 and 9, 1851.	52	36		Mary Wade, Pro- bation Section 2, salary 20 <i>l.</i>	Same. Probation Sec- tion 1, salary 24 <i>l.</i>		
Stone, Sept. 28, 1850.	22	26	Separate school- rooms, and a master and mis- tress.	Thomas Ford, no Certificate.	Same. Permission Sec- tion 3, salary 5 <i>l.</i>	Joseph Stainton, Competency Section 3, salary 29 <i>l.</i> 8 <i>s.</i> Marianne Tailor, no Certificate.	
Sept. 1, 1851.	19	24		Charlotte Bent- ley, Competency Section 3, salary 28 <i>l.</i> 8 <i>s.</i>	Same. Salary 25 <i>l.</i> 8 <i>s.</i>		
Tamworth, July 29, 1850.	11	15	One school-room, and a mistress.	Mary Mead, Pro- bation Section 1, salary 24 <i>l.</i>	Same. Probation Sec- tion 2, salary 20 <i>l.</i>	Same.	
Sept. 11, 1851.	8	12					
Uttoxeter, Oct. 16, 1850.	28	18	One school-room, and a mistress. No organization or discipline in 1850; satisfac- tory in 1851.	Mary A. Charles, Competency Section 3, salary 26 <i>l.</i> 8 <i>s.</i>	Same. Probation Sec- tion 1, salary 23 <i>l.</i> 13 <i>s.</i>	Same. Salary 24 <i>l.</i>	
Sept. 5, 1851.	33	22					
Walsall, Oct. 8, 1850.	11	15	One school-room, and a mistress.	Mary Farell, Pro- bation Section 1, salary 24 <i>l.</i>	Same. Salary 22 <i>l.</i> 18 <i>s.</i>	Elizabeth Brown, Probation Sec- tion 2, salary 20 <i>l.</i>	
Sept. 12, 1851.	10	16					
Wolstanton and Burslem, Oct. 17, 1850.	18	17	Separate school- rooms, and a master and mis- tress.	William Carr, Probation Sec- tion 2, salary 25 <i>l.</i>	Same. Probation Sec- tion 1, salary 24 <i>l.</i> 7 <i>s.</i>	Schoolmaster not yet appointed.	
Sept. 3, 1851.	18	33		Fanny Teddon, Probation Sec- tion 3, salary 16 <i>l.</i>	Same.		
						Harriet Gent, Probation Sec- tion 3, salary 16 <i>l.</i>	

INSTRUCTION.	OBSERVATIONS.
There was a considerable falling off in the answers on the Scriptures and geography, both in regard to correctness and intelligence. In other respects the school was much as before. Writing, however, improved. Discipline rather lax. Master deficient in moral authority. He is qualified to direct the agricultural training.	A new school-room, of sufficient dimensions and ventilation, had been erected since my last visit. The conveniencies are, however, close to the doors, and very offensive. I recommended that this should be altered. The boys are trained to agricultural labour.
Boys' school highly satisfactory. Religious knowledge good. Reading of 1st class good; of other classes fair. Penmanship good. Composition of 1st class very good; of 2d class very fair. Arithmetic, 1st class, in practice, compound proportion, duodecimals, interest, discount, and tare and tret, very good. They also keep a Dr. and Cr. account of the produce of their labour on the land; lower classes fairly proficient in the compound and simple rules. Grammar, 1st class good; 2d class fair. Geography excellent. The 1st class make small coloured maps, which are inserted as illustrations in their copy books on geography. Thus they compose for themselves a little illustrated work on geography, which is given to them on their leaving the school. This exercise is very popular with them, and they work voluntarily at their maps out of school hours. The 2d class also draw maps. The discipline and tone of the school are admirable, and the boys are animated and eager.	About 20 boys work on the land appropriated to their industrial training, superintended by the schoolmaster. While they are thus occupied, the rest of the boys are instructed by the monitors; and such is the high state of discipline to which the children have been brought, that, as I was informed by the chaplain, the allotted tasks are performed as punctually as if the master were present. Compare Report for 1849, p. 95, where a similar statement will be found relative to the Stone Union. Besides the boys employed in agriculture, there are several tailors, shoemakers, and bakers.
Girls' school. Religious instruction satisfactory. Reading good. Penmanship very fair. Composition fair. Spelling good in 1st class; fair in 2d. Arithmetic fair. Grammar very fair. Geography fair. Needlework satisfactory and of an useful character. Discipline and tone excellent.	The industrial training of both boys and girls only requires some cows, a dairy, and a laundry, in order to be perfect.
Boys' school improved under the present master. Religious knowledge good. Reading, writing, and arithmetic fair.	A piece of land is cultivated by the boys, under the superintendence of the schoolmaster.
Girls' school slightly improved, but still very middling.	
Rather improved in arithmetic, but in other respects stationary. The answers showed the want of intelligence which I have usually observed in this school.	
At my visit in 1850, I found the school in a very unsatisfactory condition. In the following year, I found a general improvement.	From a return furnished by the Governor, it appeared, that out of the 60 children in the school, 48 were either orphans, illegitimate, or deserted, viz.:—Orphans 25, illegitimate 14, deserted (all females) 9.
The state of the school was unsatisfactory, but this is not the fault of the present mistress, who was but just appointed.	
The schoolmaster who succeeded Mr. Carr resigned shortly before my visit, and the school was without a teacher. I did not, consequently, inspect it.	The moral tone of the girls' school was formerly unsatisfactory, but the chaplain informed me, that they were much improved in conduct.
The girls' school was improved in tone and discipline, but the instruction was very middling.	

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organisation.	Name and Certificate of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
STAFFORDSHIRE— <i>cont.</i>							
Wolverhampton, Oct. 9, 1850.	33	45	Separate school-rooms, and a master and mistress.	Edwin Roberts, Permission Section 1, salary 15 <i>l</i> .	Same. Probation Section 1, salary 26 <i>l</i> .	Same. Competency Section 3, salary 32 <i>l</i> . 12 <i>s</i> .	
August 25, 1851.	26	35		Miss Abbott not examined, on account of illness.	Frances Bywater, Competency Section 1, salary 30 <i>l</i> . 16 <i>s</i> .	Same. Salary 33 <i>l</i> . 9 <i>s</i> . 4 <i>d</i> .	
SUFFOLK.							
Blything, April 3, and Dec. 26, 1850.	53	70	Separate school-rooms, and a master and mistress.	Charles Castle, Efficiency Section 1, salary 60 <i>l</i> .	Same. Salary 40 <i>l</i> . Since resigned.	Frederic Meads, Probation Section 3, salary 20 <i>l</i> .	
June 19, and Dec. 12, 1851.	39	59		Elizabeth Baker, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 3, salary 28 <i>l</i> . Henry Phebey, Competency Section 3, salary 35 <i>l</i> .	Same. Salary 23 <i>l</i> .	
Bosmere and Claydon, April 10, and Nov. 15, 1850.	46	56	Separate school-rooms, and a master and mistress. Some of the younger boys are instructed in the girls' school by the mistress. A dozen infants are taught in a class-room by one of the girls.	John Quadling, Competency Section 3, salary 33 <i>l</i> .	Same. Salary 30 <i>l</i> . 12 <i>s</i> .	Same. Salary 32 <i>l</i> . 8 <i>s</i> .	
June 16, 1851.	30	57		Mary Quadling, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 23 <i>l</i> . 4 <i>s</i> .	Same. Salary 24 <i>l</i> .	
Bury St. Edmund's, April 16, and Nov. 7, 1850.	21	24	One school-room, and a master and mistress.	David Barham, Probation Section 2, salary 25 <i>l</i> .	Same. Probation Section 1, salary 25 <i>l</i> . 5 <i>s</i> .	Same. Salary 23 <i>l</i> . 8 <i>s</i> .	
May 16, and Nov. 28, 1851.	26	31		Anna M. Brock, Permission Section 2, salary 8 <i>l</i> .	Sarah A. Brock, Permission Section 1, salary 12 <i>l</i> .	Same.	
Hartismere, April 24, 1850.	25	15	One school-room, and a master, also governor of the establishment, with a female assistant. The school-room is much too low and ill ventilated.	Archibald Dunlop, Efficiency Section 1, salary 60 <i>l</i> .	Same. Salary 41 <i>l</i> .	Same. Salary 45 <i>l</i> . 10 <i>s</i> .	
June 26, 1851.	23	22		Eleanor Linstead, Probation Section 2, salary 20 <i>l</i> .	Same. Probation Section 1, salary 20 <i>l</i> . 10 <i>s</i> .	Same. Salary 24 <i>l</i> .	
Hoxne, Nov. 25, 1850.	25	15	Separate school-rooms, and a master and mistress.	Arthur Ransby, Probation Section 2, salary 25 <i>l</i> .	William Seagon, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 25 <i>l</i> . 2 <i>s</i> .	
June 25, 1851.	29	20		Hannah Knevett, Probation Section 2, salary 20 <i>l</i> .	Same. Salary 19 <i>l</i> . 18 <i>s</i> .	Same. Salary 18 <i>l</i> . 17 <i>s</i> .	

INSTRUCTION.

OBSERVATIONS.

Boys' school. Religious knowledge good in 1st class; fair in others. Reading good in 1st class; moderate in others. Spelling on slates fair in 1st class. Penmanship average. Arithmetic, as far as compound rules, good in 1st class; moderate in others. Geography moderate.

Girls' school. Religious instruction sufficient, but answers not intelligent. Reading average. Spelling on slates tolerable. Penmanship much improved in 1st class; moderate in 2d, who were just commencing. Arithmetic moderate. Geography moderate.

The composition of the boys' school was much changed since my first visit in 1851; but the permanent portion exhibited little or no improvement.

The greater part of the girls' school was composed of new comers and infants; but there was little alteration in the permanent portion. Industrial training good, washing and ironing being taught besides needlework.

Boys' school. Scriptural knowledge moderate. Reading monotonous. Writing average. Arithmetic middling. Composition bad; no intelligence.

Girls' school. Superior to boys', but not so good as usual.

Religious instruction satisfactory. Reading fair. Composition on Scriptural subjects good and well spelt. Spelling of lower classes also good. Penmanship very fair in 1st class; fair in others. Arithmetic, as high as proportion and interest, good. Lower classes also well instructed in it. Grammar and geography moderate. Discipline and tone good.

The average age of the children was considerably lower than at my last visit, owing to the increased facility with which situations are found for them since the introduction of the present excellent system of industrial training. Taking this circumstance into consideration, the religious instruction was satisfactory, and the reading, writing, arithmetic, and geography were fair. Improvement was, however, required in the spelling of the slate exercises.

Religious instruction fair in both schools, but answers remarkably unintelligent. Understanding of children evidently undeveloped by examination. Reading fair. Writing of boys very fair, but just commenced in the girls' school. Spelling on slates imperfect in both schools. Arithmetic moderate.

The lower classes of the boys, and a considerable portion of the girls, were fluctuating scholars.

About half the girls' school is composed of infants, who are taught on the infant system modified so as not to stand in the way of the instruction of the girls. The presence of these infants is, however, a considerable disadvantage to the rest of the school.

Mr. Quadling, a few months after my visit, was discovered to have corrupted several of the elder girls under his wife's charge. He absconded, leaving his aged wife dependent for support upon her salary alone. His age, respectable appearance, and good reputation during a long service in this and other workhouses, render the discovery of such deep depravity as startling as it is distressing.

Four boys are taught shoemaking; but no land for industrial training can be procured, the workhouse being situated within the town. The mixed organization has been introduced since 1849, and has worked well.

The greatest merit of this school is, its efficient system of industrial training, its separation from the workhouse, and the good moral tone which pervades it. It possesses, on a small scale, the advantages of a District school. For further details, see my Report for 1849, p. 76.

Both schools were chiefly composed of new comers. The permanent portion, however, exhibited no improvement. The boys cultivate a piece of land, and make mats. One is also taught shoemaking, and one baking. There is a separate washhouse for the girls, but none of them are, at present, old enough to make use of it.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Description of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
SUFFOLK—cont.							
Ipswich, April 8 and 9, 1850.	40	50	Separate school-rooms, and a master and mistress. The infants are instructed in a class-room by one of the girls, under the superintendence of the matron.	Robert Clamp, Competency Section 3, salary 33 <i>l</i> .	James Godball, Competency Section 3, salary 33 <i>l</i> .	W. M. Seaborne, Probation Section 1, salary 25 <i>l</i> . 6 <i>s</i> .	
June 10, and December 5, 1851.	34 36	61 57		James Godball, Probation Section 1, salary 30 <i>l</i> .	Same. Competency Section 3, salary 26 <i>l</i> .	Same. Competency Section 2, salary 25 <i>l</i> . 12 <i>s</i> .	
				Susannah Scotcher, Probation Section 1, salary 24 <i>l</i> .			
Mutford and Lothingland, May 1, and November 28, 1850.	25 22	31 35	One school-room, and a mistress. Infants and newly admitted children are taught in a separate room by an inmate.	Louisa B. Norman, Competency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Same. Salary 28 <i>l</i> .	Same. Probation Section 1, salary 21 <i>l</i> . 12 <i>s</i> .	
June 20, and December 16, 1851.	22	21					
Plomesgate, April 29, and Nov. 14, 1850.	47 28	45 33	Separate school-rooms, and a master and mistress.	Henry M. Ragan, Probation Section 1, salary 30 <i>l</i> .	Benoni Kemp, Permission Section 1, salary 12 <i>l</i> . Since resigned.	William Fitshall, Probation Section 1, salary 25 <i>l</i> . 17 <i>s</i> .	
June 18, 1851.				Hannah Fitshall, Probation Section 1, salary 24 <i>l</i> .	Same. Salary 22 <i>l</i> . 3 <i>s</i> . William Fitshall, Probation Section 1, salary 27 <i>l</i> . 1 <i>s</i> .	Same. Competency Section 3, salary 28 <i>l</i> .	
Risbridge. April 19, and Nov. 1, 1850.	44 18	45 29	Separate school-rooms, and a master and mistress. Infants taught in a separate room.	John Burgoyne, Probation Section 1, salary 30 <i>l</i> .	Ellis Atkins, Probation Section 2, salary 25 <i>l</i> .	Same.	
May 29, 1851.	25	40		Sarah Payne, Permission Section 1, salary 12 <i>l</i> .	Same.	Same.	
Samford, April 11, 1850.	18	21	Separate school-rooms, and a master and mistress.	John Andrews. After him W. Mayer, Efficiency Section 2, salary 50 <i>l</i> .	William Mayer, salary 34 <i>l</i> . 5 <i>s</i> .	Same. Salary 35 <i>l</i> . After him Daniel Kay, none.	
June 17, and Dec. 4, 1851.	17 20	17 26		Mary A. Andrews, Competency Section 1, salary 26 <i>l</i> . 8 <i>s</i> .	Susannah Carter, Probation Section 1, salary 22 <i>l</i> . 3 <i>s</i> .	Same. Salary 18 <i>l</i> . 17 <i>s</i> .	
Stow, April 15, and Nov. 9, 1850.	31	20	One school-room, and a master, who is also workhouse master, a male assistant and a schoolmistress.	Edward Ablett, declined to be examined.	Same.	Same. Efficiency Section 3, salary 44 <i>l</i> .	
May 19, and Dec. 2, 1851.	33 32	20 23		John Wicks, assistant master, Probation Section 1, salary 30 <i>l</i> .	John Groom, assistant master, Permission Section 2, salary 10 <i>l</i> .	Same. And after her Hannah Thurton, Probation Section 1, salary 24 <i>l</i> .	Same. Probation Section 3, salary 20 <i>l</i> .
				Anne Sturgeon, Permission Section 2, salary 8 <i>l</i> .		Same.	Same.

INSTRUCTION.	OBSERVATIONS.
Boys' school much deteriorated since 1850, especially in regard to discipline. Girls' school much improved, and very satisfactory. Scriptural and religious knowledge good. Grammar and geography very fair. Writing excellent. Composition well expressed, spelt, and punctuated. Discipline and tone excellent. Children cheerful and animated. Industrial training. The infant school, superintended by the matron, was in its usual satisfactory condition.	With regard to the industrial training of the boys, see my Report for 1849, p. 77. The discipline of the school fell into a very unsatisfactory state under the management of Mr. Godball, and another master who preceded the present one. It amounted to complete disorganization. The greater part of the books were destroyed by the boys. The present master appears calculated to restore the tone of the school.
Religious instruction sufficient, but answers not intelligent. Geography moderate. Spelling in slate exercises moderate. Penmanship average. Arithmetic imperfect.	I recommended that a master should be engaged, the school being beyond the mistress's powers. This suggestion has since been adopted by the Board.
Boys' school moderate. Answers on the Scriptures frequently at random. To the question "Who was the first king of the Israelites?" one answered Nebuchadnezzar, another Julius Cæsar, another Herod, &c. Spelling of slate exercises also bad. 3d class more backward than they ought to have been. Girls' school. Answers on Scriptures as usual, unintelligent. Reading and arithmetic improved. Writing good. Spelling in slate exercises very fair.	The composition of the boys' school was so fluctuating, that little improvement could be expected. The answers of the 1st class were, however, more unsatisfactory than could be justified by this circumstance. A dairy has been established, at my recommendation, for the industrial training of the girls. The result has been a great demand for them as milkmaids, whereas it was previously impossible to procure situations for them.
Boys' school generally improved, but 2d class imperfect in the Commandments, and backward in everything else. Spelling of slate exercises imperfect. Reading, however, less monotonous. Penmanship improved. Girls' school moderate. Infant school fair.	The only industrial training received by the boys is mat-making. The Board, though desirous of introducing agricultural training, has not yet been able to hire any land.
Boys' school moderate. Girls' school. Scriptural knowledge fair. Geography and grammar moderate. Reading middling. Writing and arithmetic defective.	The boys' school is composed of very young children. The few elder ones are either temporary or of weak intellect. The composition of the girls' school is better.
Religious knowledge and geography good. Grammar moderate; taught too much from books, and not enough by parsing. Reading fluent and correct. Writing very good. Composition very fair. Arithmetic, as high as decimals and square root, very good. Discipline and tone good.	The industrial training of the boys consists in shoemaking, tailoring, straw-plaiting, and as much agriculture as the small size of the garden will allow.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Description of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
SUFFOLK—cont.							
Sudbury, April 4, and Nov. 22, 1850.	40 31	31 33	Separate school- rooms, and a master and mis- tress.	Henry Williams, Probation Section 1, salary 30 <i>l</i> .	Same. Competency Section 3, salary 33 <i>l</i> . 8 <i>s</i> .	Same. Salary 34 <i>l</i> . 4 <i>s</i> . After him, John Wilding, Probation Section 2, salary 26 <i>l</i> . 6 <i>s</i> .	
June 6, and Dec. 9, 1851.	45 47	35 35		Amelia Burbridge, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 3, salary 26 <i>l</i> . 2 <i>s</i> .	Same. Salary 26 <i>l</i> . 12 <i>s</i> . After her,	
Thingoe, April 18, and Nov. 11, 1850.	42 38	70 50		Frederic Vince, Probation Section 1, salary 30 <i>l</i> . Caroline Howe, Probation Section 1, salary 24 <i>l</i> .	Same. Competency Section 3, salary 33 <i>l</i> . Same. Salary 21 <i>l</i> . 14 <i>s</i> .	Same. Salary 34 <i>l</i> . 4 <i>s</i> . Same. Competency Section 3, salary 28 <i>l</i> .	
May 21, and Dec. 1, 1851.	44 33	64 71					
Wangford, April 26, and Nov. 27, 1850.	30 14	18 15	Separate school- rooms, and a master and mis- tress.	George R. Blyth, Efficiency Section 3, salary 45 <i>l</i> . Elizabeth Wood, Probation Section 2, salary 20 <i>l</i> .	Same. No certificate. Same.	Isaac Lenny, Probation Section 2, salary 23 <i>l</i> . 3 <i>s</i> . Same. Salary 19 <i>l</i> . 12 <i>s</i> .	
June 23, 1851.	23	20					
Woodbridge, April 12, and Nov. 12, 1850.	34 24	25 24	Separate school- rooms, and a master and mis- tress.	Richard Sadler, Probation Section 1, salary 30 <i>l</i> . Mary A. Thurston, Probation Section 1, salary 24 <i>l</i> .	— Walford. No certificate. After him, Edward White- head. Same. After her, Georgiana White- head.	Jared Myson, Probation Section 1, salary 24 <i>l</i> . 1 <i>s</i> . After him, Alfred Artiss. Emma Spalding, Probation Section 3, salary 16 <i>l</i> .	
June 12, and Dec. 3, 1851.	36	38					
WARWICKSHIRE.							
Alcester, July 18, 1850.	16	24	One school-room and a mistress.	Anne H. Harding, Competency Section 2, salary 28 <i>l</i> . 16 <i>s</i> .	Same. Salary 21 <i>l</i> . 11 <i>s</i> .	Same. Salary 25 <i>l</i> . 8 <i>s</i> .	
February 13, and Sept. 23, 1851.	16 11	23 15					
Aston, July 15, 1850.	16	24	One school-room, and a mistress.	— Smith, not examined. Re- signed.	Frances E. Lang- don, Probation Section 1, salary 21 <i>l</i> . 11 <i>s</i> .	Mary Farrell, Probation Section 1, salary 19 <i>l</i> . 1 <i>s</i> . 6 <i>d</i> .	
Feb. 25 and Sept. 18, 1851.	14	6					
Atherstone, July 25, 1850.	5	5	One school-room, and a mistress.	Julia Maston, Competency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Elizabeth Adams, Probation Section 1, salary 19 <i>l</i> .	Same. Salary 17 <i>l</i> . 16 <i>s</i> .	
April 2, 1851.	4	7					

INSTRUCTION.

OBSERVATIONS.

At my first visit, the boys' school was, on the whole, satisfactory; but it deteriorated considerably at my second, partly on account of the discharge of nearly all the 1st class, and partly from the disorganization into which it fell between the resignation of Mr. Williams and the appointment of the present master. The girls' school had also fallen off, though in a lesser degree.

Boys' school. Religious knowledge good. Geography of the world and Europe good; of England average. Grammar moderate. English history good. Reading and writing good. Composition of 1st class very fair. Arithmetic good in 1st class; fair in others.

Girls' school. Religious knowledge good. Reading good in 1st class; fair in others. Composition fair and well spelt. Spelling of other classes fair. Penmanship good. Arithmetic good in 1st class; fair in others. Grammar fair.

Boys' school very unsatisfactory.

Girls' school stationary, but fair. The writing was, however, middling.

Boys' school moderate. Its chief defects are the bad tone and the pronunciation in reading, and the indifferent spelling of the slate exercises.

Girls' school stationary and unsatisfactory.

Religious knowledge good. Reading fair but monotonous. The children also answered in the same tone. Penmanship good for the children's ages. Composition generally well spelt, and very well expressed. Writing from memory (2d class) very fair. Arithmetic excellent. 1st class worked sums in square root, decimals, interest, &c. rapidly, and with general correctness.

Girls much more forward in Arithmetic than in most schools, even under a master. Geography good. Grammar fair. English history moderate. Discipline and tone very good. Needlework satisfactory.

Scriptural knowledge fair. Reading fair, but monotonous. Writing bad. Spelling in writing from memory on slates fair. Arithmetic moderate. Geography fair.

Religious knowledge satisfactory, but everything else very moderate.

The books had been very much ill-used in both schools, especially in the boys'. This is, however, not the fault of the present teachers. Agricultural labour had been introduced for the industrial training of the boys.

Five acres of land have been hired for the industrial training of the boys. Shoemaking is also taught, and rough tailoring to enable them to mend their own clothes.

This school has laboured under great disadvantages, from the difficulty of obtaining good teachers, and of retaining them when found. Some land is cultivated by the boys.

The satisfactory condition of this school is, in great part, due to the careful and able superintendence of the chaplain. The land is insufficient for the industrial training of the boys. I, consequently, recommended that more should be procured.

The average age of the children was very low.

The girls are now instructed out of the house, and the boys are taught by the porter. The school will, consequently, no longer receive any sum from the parliamentary grant.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Description of Teacher, and Amount paid from Parliamentary Grant.			
			1851.	1849.	1850.	1851.	
WARWICKSHIRE—cont.							
Birmingham Infant Poor Asy- lum, July 11 & 12, 1850.			Separate school- rooms for boys, girls, and in- fants, and a master, a mis- tress, and an in- fant mistress. All three schools well organized. Assistants in girls' school. Mary J. Cook, educated in the school, but not appointed pupil-teacher. In boys' school two pupil- teachers in their second year.	George Kirkup, Efficiency Sec- tion 1, salary 60 <i>l</i> .	Same. Elizabeth Fowks, Efficiency Sec- tion 1, salary 45 <i>l</i> .	Same. Charlotte Barber, Competency Sec- tion 1, salary 33 <i>l</i> . 4 <i>s</i> .	
Boys - - -	120			Mary Caher, Com- petency Section 3, salary 26 <i>l</i> . 8 <i>s</i> .	Mary J. Cook, as- sistant, Per- mission Section 1, salary 12 <i>l</i> .	Mary J. Cook, Permission Sec- tion 1, salary 12 <i>l</i> .	
Girls - - -	-	67		Mary Jones, In- fant school- mistress, Pro- bation Section 1, salary 24 <i>l</i> .	Mary Jones, In- fant school-mis- tress, Compe- tency Section 3, salary 28 <i>l</i> .	Ann Mullings, Probation Sec- tion 1, salary 24 <i>l</i> .	
Infants - -	-	66			Pupil - teachers, G. Williams, G. Kean, in first year of appren- ticeship.	Pupil - teachers same, in second year of appren- ticeship.	
Feb. 24 and Aug. 19, 20, 21, 1851.							
Boys - - -	101						
Girls - - -	-	75					
Infants - -	-	70					
Coventry, July 3, and Oct. 25, 1850.	18	-	Separate school- rooms and a master and mistress.	Edward Jackson, Probation Sec- tion 2, salary 25 <i>l</i> .	Same. Mary Pease, Pro- bation Section 1, salary 19 <i>l</i> . 8 <i>s</i> .	Luke Lee, Com- petency Section 3, salary 30 <i>l</i> . 3 <i>s</i> .	
August 14, 1851.	28	27		Eliza Holt, Pro- bation Section 3, salary 16 <i>l</i> .		Same. Salary 19 <i>l</i> . 16 <i>s</i> . 6 <i>d</i> .	
Foleshill, July 4, 1850.	3	9	One school-room, and a mistress.	Miss Sharp not examined.	Harriet Stanley, Probation Sec- tion 2, salary 12 <i>l</i> .	Same. Salary 17 <i>l</i> . 2 <i>s</i> . 6 <i>d</i> .	
Feb. 26, and Oct. 1, 1851.	3	2					
	4	1					
Meriden, July 5, and October 28, 1850.	19	15	One school-room, and a mistress.	Frances Bywater, Competency Section 1, salary 32 <i>l</i> .	Same. Resigned. Sarah Hammond, Probation Sec- tion 1, salary 21 <i>l</i> . 8 <i>s</i> .	Same. Salary 18 <i>l</i> . 14 <i>s</i> .	
August 15, 1851.	11	5					
	16	7					
Nuneaton, July 23, 1850.	10	2	One school-room, and a mistress.	Ann Barnes, Per- mission Section 1, salary 12 <i>l</i> .	Same. Refused to be examined.	Mary Skermer, Permission Sec- tion 2, salary 8 <i>l</i> .	
April 4, 1851.	4	4					
Rugby, July 1, 1850.	9	17	Separate school- rooms, and a master and mis- tress.	Edwin Hall, Pro- bation Section 1, salary 30 <i>l</i> .	Same. Salary 21 <i>l</i> . 19 <i>s</i> .	Joseph Mills, Permission Sec- tion 3, salary 5 <i>l</i> .	
Feb. 17, and April 3, 1851.	10	22		Harriet Plenty, Competency Section 2, salary 28 <i>l</i> . 16 <i>s</i> .	Same. Salary 24 <i>l</i> .	Same. Salary 25 <i>l</i> . 4 <i>s</i> .	
	10	22					
Solihull, July 9, 1850.	18	14	One school-room, and a mistress.	Frances Hodder, Probation Sec- tion 1, salary 24 <i>l</i> .	Same. Declined to be examined.	Ann Johnson, Permission Sec- tion 2, salary 8 <i>l</i> .	
Oct. 2, 1851.	14	13					

INSTRUCTION.

OBSERVATIONS.

Boys' school. Religious knowledge satisfactory. Reading very fair. Spelling, tested by composition and writing from memory on slates, good in 1st class; fair in others. Penmanship moderate. Arithmetic, as far as proportion and practice, fair. Geography good. Grammar moderate. English history, down to Richard the Second fair. Discipline and tone very good.

Girls' school. Religious knowledge satisfactory. Reading very fair. Spelling, tested as in the boys' school, generally good in 1st class; average in others. Penmanship moderate. Arithmetic, up to compound rules, fair. Discipline and tone good. Industrial training good.

Infant school. At my first visit in 1851, the discipline was imperfect and the instruction moderate. At my second, however, the discipline was satisfactory, and the school appeared in course of improvement. Supposing this state of things to be permanent, the school must be considered in a satisfactory condition.

Boys' school. Scriptural instruction of the 1st class; but grammar, geography, and English history very imperfect. Reading monotonous. Writing and arithmetic middling. Lower classes very backward.

Girls' school not so much improved as it ought to have been. Its principal defects were in penmanship, spelling of slate exercises, and arithmetic.

Considering the children's ages, they were not more backward than was to be expected.

Scriptural knowledge fair, but answers not intelligent. Reading monotonous as before. Writing moderate. Slate exercises improved in spelling. Arithmetic improved.

Instruction extremely limited, but some progress had been made in religious knowledge. The school must always be a bad one, as no tolerable teacher will take it.

Boys' school fair, but stationary.

Girls' school chiefly composed of infants. Allowing, however, for this circumstance, it has not made satisfactory progress, especially in arithmetic.

Very fair and improved. The credit of this was not, however, due to Miss Johnson, who was just appointed, but to her immediate predecessor.

Since my last visit, the children have been removed to the new workhouse, and will, consequently, no longer form a distinct establishment. I am informed, however, that the workhouse is so constructed as to ensure the complete separation of the children from the adults; and that no adult paupers are to be admitted into the part of the house devoted to them.

The progress of the boys' school is not very rapid; but the average age of the children is very low, and their stay in the house generally short. Out of an average of 119 boys, within the last twelve months there have been 67 admissions, and 107 discharges. The number of school-days in the week is also 5, instead of 6, as in other workhouse schools; and though the school is open for 6 hours a day, the children practically receive only 3 hours instruction, as half of them are in the shoemakers' and tailors' shops in the morning, and the other half in the evening.

The imperfection of the discipline of the infant school is in great measure occasioned by the situation of the room.

A new wing has been built to the Workhouse, containing a good school-room, and suitable apartments for the schoolmaster. Mr. Lee had been only two months in charge of the school, and is consequently not responsible for its defects. It appeared to have been neglected by the late master previously to his resignation. This I generally find to be the case.

My second visit in 1851 was at the request of the Board, to examine a candidate for the place of mistress.

The children were much improved in appearance since they were allowed more exercise. No systematic agricultural training can be adopted without a master; but the school is too small to justify the appointment of one.

Any person unacquainted with the degrading effects of workhouse life, accompanied with a wretched education, would have deemed the children's answers hardly compatible with perfect sanity. The separation of the children from the adults is very defective.

There cannot be a stronger illustration of the disproportion between the teaching staff and the numbers to be taught under the present system of workhouse education than is afforded by this school.

A mistress, whom I have not seen, was in charge of the school for six months, between the resignation of Miss Hodder and the appointment of Miss Johnson.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	Organization.	Name and Description of Teacher, and Amount paid from Parliamentary Grant.			
				1851.	1849.	1850.	1851.
WARWICKSHIRE— <i>cont.</i>							
Southam, July 19, 1850.	15	11	One school-room, and a mistress.	Elizabeth Griffin, Competency Section 3, salary 26 <i>l.</i> 8 <i>s.</i>	Same.	Same. Salary 24 <i>l.</i> 12 <i>s.</i>	
Sept. 24, 1851.	8	16					
Stratford-on- Avon, July 17, 1850.	10	10	One school-room, and a mistress.	Harriet Barker, Probation Section 2, salary 20 <i>l.</i>	Same. Permission Section 1, salary 12 <i>l.</i>	Same. After her, Elizabeth Lampet, Probation Section 2, salary 20 <i>l.</i>	
Feb. 12, and Sept. 20, 1851.	13	7					
Warwick, July 8 and 16, 1850.	30	47	Separate school- rooms for boys, girls, and in- fants; and a	John Bolton, Probation Section 1, salary 30 <i>l.</i>	Same. Competency Section 3, salary 33 <i>l.</i> 10 <i>s.</i>	John Hornsby, Probation Section 1, salary 24 <i>l.</i> 10 <i>s.</i>	
Feb. 11, and Sept. 19, 1851.	41 39	40 36	master, a mis- tress, and an infant mistress.	Alice Walter, Probation Section 3, salary 16 <i>l.</i> Ann Walter, not examined.	Same. Probation Section 1, salary 24 <i>l.</i> Same. Permission Section 2, salary 8 <i>l.</i>	Same. Salary 21 <i>l.</i> 8 <i>s.</i> Same. Permission Section 3, salary 4 <i>l.</i>	
WORCESTER- SHIRE.							
Shipston-on- Stour, 1851.	12	11	One school-room, and a mistress.	- - -	- - -	Sophia M. Day, Probation Section 2, salary 19 <i>l.</i> 6 <i>s.</i>	

INSTRUCTION.

OBSERVATIONS.

The answers of the children were inferior to what they had been at previous inspections, and were remarkably unintelligent. The penmanship was as good as usual; but in everything else the school was stationary.

Scriptural knowledge fair. Reading and writing tolerable. Arithmetic imperfect. Discipline and tone unsatisfactory; but at my last visit, after the appointment of the present mistress, I found it improved. In other respects the school was stationary.

Boys' school improved in discipline, organization, and tone since the appointment of the present master. Children more animated and intelligent in their answers. Reading improved in tone; but slate exercises badly spelt. Notation also bad.

Girls' school, on the whole, satisfactory.

Infant school not improved, and very moderate.

Religious knowledge satisfactory. Reading fair, though rather monotonous. Penmanship middling. Writing from memory on slates fairly spelt. Arithmetic moderate and notation bad. Needlework as good as usual in workhouses.

The girls were much less proficient than the boys, on account of their being frequently wanted during school hours for the service of the house. This is a disadvantage to which the elder girls are always subject in small workhouses where there are few able-bodied women.

In consequence of my Report of the state of the school at my visit in 1850, the mistress was suspended, and an advertisement issued. But the candidates who presented themselves were so bad that the Board was obliged to re-appoint her. This is an instance of the difficulty of procuring tolerable teachers for the smaller workhouse schools. The present one is of very moderate qualifications.

Two acres have been devoted to the industrial training of the boys; some are also employed in the shoemaking, as before.

A laundry was built some years ago for the girls, but has been disused for want of a drying yard.

This school was recently transferred from Mr. Jelinger Symons's district to mine. The changes of mistress have been very frequent for some years. The industrial training of the boys is imperfect. Some of them are taught to knit and some are employed on the land, but not separately from the men. One boy is taught tailoring by an inmate.

General Report by Her Majesty's Inspector of Schools, T. B. BROWNE, Esq., Barrister-at-Law, on the Schools of Parochial Unions in the Northern District of England, comprising the Counties of Northumberland, Cumberland, Durham, Westmoreland, York, Lancaster, Chester, and Derby ;— for the years 1850 and 1851.

MY LORDS, January 1852.

I AM enabled to report to your Lordships that decided progress has been made in the education of pauper children in the Northern District of England during the year 1851.

Schools have been organized, for the first time under regular teachers, in the Unions of West Ward, Darlington, Durham, Gateshead, Stockton, Driffield, Bradford, Wortley, Preston, and Warrington.

I have generally advocated the formation of workhouse schools in those Unions in which the number of in-door pauper children is usually sufficient to justify the appointment of a teacher, but these results are in a great measure to be attributed to the energy and ability of the Poor Law Inspectors.

The character of the education afforded to the children has also improved in several schools, at the same time it continues, in many Unions, stationary at the lowest point, and, in some instances, it has even retrograded.

It is, I feel, important, that there should be no misapprehension as to the point that what has been hitherto accomplished is very much within what is obviously practicable, and, indeed, indispensably necessary, if education is expected to exercise a material influence in checking crime and pauperism.

The population of this district is about a third of that of all England and Wales, yet the number of children above the age of two years, in the different workhouses and industrial schools, at my visits of inspection in 1851, was only 7,562, of whom 6,691 were present at the examinations; although in the list of workhouses some are now included not visited in the first instance, and not under the control of the Poor Law Board.

The number of children in the northern workhouses was less in 1851 than in 1850, less in 1850 than in 1849, and less in 1849 than in 1848; but this circumstance, however satisfactory in an economical, proves nothing in an educational point of

view, since it does not follow that children, not now in the workhouses, either have been or are instructed because they are employed. The contrary presumption is, unhappily, the more probable.

In the eight northern counties there are 147 Unions or Districts, which maintain their poor separately. In some of these, viz.,—Pocklington, Hemsworth, Boroughbridge, Tadcaster, Penistone, Garstang, Todmorden, Great Boughton, and Runcorn, there is either no workhouse, or none for the reception of pauper children, who must consequently grow up, with rare exceptions, uneducated. In the remaining 138 Unions there are 153 workhouses which usually contain children, but in 61 of these workhouses the children either go out to school or receive no education; in the Unions of Belford, Helmsley, and Hayfield, there were no children old enough to go to school, at my last visit; and in the Caton, Chorley, Manchester, Prestwich, Keighley, Great Ouseburn, Carlton, and Skipton workhouses there are still pauper teachers.

In many Unions, with regular schools and certificated teachers, the state of education is also far from satisfactory. There are not, I think, 30 Unions in my district, in which the children are really well-instructed, even in one school; the Unions in which all the schools are good are still fewer. Thus good education must be limited to about one fifth of the Northern Unions, and I cannot say that, even in these, the education is uniformly such as to be likely to produce a permanent influence upon the character. It so happens, however, that the largest schools are among the best, and that 27 Unions contain more than half the pauper children in this district.

The slow progress of education among the comparatively small class of pauper children relieved within the workhouses, is to be attributed, I think, mainly, to two causes; the incompetency of many teachers, and the difficulty of inducing Guardians, in many cases, to enter sufficiently into the question of education, and to appreciate its advantages.

The greatest gift in a teacher, and perhaps the rarest, is, in my judgment, the power of moral analysis, or of touching the consciences of children. Certainly the conscience requires to be developed and exercised, like all our other faculties, but I think this is not often effectually done. One test of this power in a schoolmaster, to some extent at least, is very simple, namely, whether he can govern children by the eye alone. If he can do this, it may be confidently anticipated that he will be found to possess other merits as well. It has been said that the eye is the only feature of the face which cannot tell a falsehood; however this may be, it is there, evidently, that the power of control more especially resides, as far as children are

concerned. They dread, when they feel themselves in the wrong, to encounter the eye of a firm and upright man, who knows his duty, and is resolved to do it.

That a very mistaken mode of giving religious instruction does exist will appear from the following circumstances:—

In one of the workhouses in my district I found the children very disorderly, and their knowledge, both religious and secular, very unsatisfactory. In the course of some conversation with the schoolmaster, he observed, “I like to talk to little children about the love of Jesus.” He had no notion of teaching, or of maintaining discipline, but he was, I believe, in the habit of haranguing the children on religious subjects, and could, doubtless, with the aid of a little repetition, have gone on haranguing them for an hour or more, notwithstanding a limited range of ideas, and a corresponding vocabulary. This man, as I understood, had been a preacher. This is not the only case of the kind which I have met with. It is manifestly very important that religion should not be presented to children in such a manner as to provide no employment for their minds. “It is impossible,” says Coleridge, “that the affections should be kept constant to an object which gives no employment to the understanding. The energies of the intellect, increase of insight, and enlarging views, are necessary to keep alive the substantial faith in the heart. They are the appointed fuel to the sacred fire.” It must be added that, if religion is not a living principle of action it is nothing, and that it cannot become such without the habitual exercise of the conscience.

It will not, I think, be denied by any, familiar with the education of the children of the poor, that the moral feelings are, at present, imperfectly cultivated, but the imagination may be almost said to be neglected altogether. The mere mention of the word in connexion with the education of pauper children may appear to some persons an extravagance. But there is a higher wisdom than ours; and children must be moulded in obedience to the laws of nature, whatever those laws may be, or failure will be the frequent consequence. The children of the lowest class in society have the same faculties, the same average capacities with those of the highest. Individuals differ, doubtless, in ability, indefinitely, but it would be difficult to establish any difference between classes which could not be traced to the influence of outward circumstances, more or less favourable. If then the same faculties are awarded by the dispensations of Providence to the high and the low, to the rich and the poor, it must be granted that they are given to be used, as far as practicable, by all, and that evil of some kind will infallibly attend their disuse. The imagination is, it would seem, of all the faculties that which most enlarges the views

and elevates the character, and there are many indications tending to show that largeness of soul and elevation of character are precisely the qualities in which the working and trading classes of this country, who systematically neglect the imagination, are most deficient. Thus, when a teacher in a workhouse school applied to the Guardians to purchase the excellent selection of English poetry, published at a very moderate price by the Commissioners of National Education in Ireland, the mere remark, "poetry for pauper boys!" was, as I understood, considered to be a sufficient answer. It did not probably occur to the person who thus summarily rejected the teacher's request, that the Bible is intended for the very poorest, and that it is not only poetry, but the most poetical book in the world. The notion generally prevalent evidently is that not merely pauper children, but those considerably higher in the social scale, ought to be taught useful knowledge exclusively, that is, knowledge which may be converted, by some means, into money. Thus it happens that education is commonly estimated by a pecuniary standard, and the readiest mode of obtaining beneficial changes is to show, what is now easy, by referring to numerous examples of successful training, that if a child is educated he will probably cease to be a burden to the parish. Yet the squalid and miserable pauper child is still one of the lords of the visible creation, an heir of eternity, for whom Christ the Creator died; and those Divine words may yet find another fulfilment even among ourselves, "I will make a man more precious than gold." Higher views of our common nature are wanting; the pauper child should be formed and developed because he is human, and not for the sake of what his labour may one day fetch in the market. In the noble language of Burke:—

"Every sort of moral, every sort of civil, every sort of politic institution, aiding the rational and natural ties that connect the human understanding and affections to the Divine, are not more than necessary in order to build up that wonderful structure, man; whose prerogative it is to be in a great degree a creature of his own making, and who, when made as he ought to be made, is destined to hold no trivial place in the creation."

The impression only, if sufficiently general, that your Lordships' views of education extend to the formation of the whole character, and to the development of all the faculties, might effect much good. At present it seems to me that sufficient attention is not paid to that sort of training which gives colour, so to speak, to the mind and character. It can hardly be said that a knowledge of either the pure or applied sciences is likely to have much moral influence upon teachers. But they might sooner attain the great object they have to accomplish, that of

interesting a child's mind in his work, if their own moral feelings had been previously exercised and disciplined by study and thought on moral subjects, and their intellectual resources enriched and refined by the culture of the imagination. The subjects of religious instruction, grammar, and history, might thus be illustrated in an endless variety of ways. But I apprehend that the works of many of our more eminent writers rarely fall into the hands of the class to which teachers chiefly belong, while their minds may easily be surfeited with mediocrity. Lending libraries are now very common, and if a few of the masterpieces of our prose literature were published in three or four small volumes, with occasional notes, and attached to the catalogue of books approved by your Lordships, something might gradually be effected towards raising the tone and general views of those without whose assistance it is scarcely possible to reach the poorest class. The works I have in view more especially are the following :—

Bacon's *Essays*, and *Advancement of Learning*; the first book of Hooker's *Ecclesiastical Polity*; Milton's *Areopagitica*; Sir Thomas Browne's *Urn-burial*; Locke's short treatise on the *Conduct of the Understanding*; Berkeley's *Siris*; Burke's *Thoughts on the Cause of the present Discontents*, and *Reflections on the French Revolution*.

Such books as these, both from their intrinsic excellence and their redundant allusions, would open to many a literary world hitherto but very imperfectly apprehended. They are not, indeed, adapted to children, but masters, familiar with such books, might prepare young minds to appreciate them, and insensibly produce a great change in the tastes and habits of many, more especially of the operatives in manufacturing towns. Many pauper children will, doubtless, hereafter belong to this class of workmen, who have good wages, reasonable leisure, and intellects sharpened by frequent contact with each other. If such persons could be induced to make a right use of their various advantages, the gain to society could not fail to be immense. They are most favourably circumstanced for the formation of a pure taste in literature, but I do not anticipate much good from the circulation among them of books written down to what is supposed to be their level, and consequently feeble and meagre. Something is required which can give elevation, subtlety, grasp, and sinew to the mind. Literature is not the business of life, and may often fail of its proper effect where it is made such, but upon men engaged in daily toil which has no connexion with it, literature will, I apprehend, usually exercise a purifying, expanding, and invigorating influence. It gives a man resources within himself.

and therefore counteracts that craving for society, which, among the working classes, leads so often to intemperance.

It does not appear that improvement in the education of pauper children, so far as it extends, keeps pace with the increase of our population. With the huge mass of existing demoralization in the populous towns it plainly cannot grapple. Even existing means of education for some portion of the numerous class of out-door pauper children are disregarded. It may be useful therefore to observe, that one great obstacle to improvement is, apparently, the imperfect education of the middle class, or of the smaller farmers and tradesmen, who are very influential on most Boards, and frequently constitute the majority. Some of these appear very favourable to the education of pauper children, others averse to it, but many more indifferent. It is possible that some jealousy may be felt at the limitation of public assistance to schools for the working classes. There are various indications that the character of schools immediately above these was, and probably still is, far from satisfactory in many instances. The examination papers of many teachers who had passed several years at schools of some pretension show this. Occasionally, also, Guardians present at an examination have remarked to me, "You are giving these children a better education than I had myself." It must be desirable that persons called upon to discharge important public functions should have a tolerable knowledge of the constitution and history of their own country; but such knowledge, it is to be feared, is rare, and scarcely compatible with the prevalent disposition to view the question of education merely on the economical side, or with the insensibility to consequences manifested by allowing enormous numbers of children to grow up unprincipled, vicious, and disaffected, without an effort for their social redemption. The introduction of better methods of teaching in schools immediately above the national might tend to reconcile the minds of many to the better education of pauper children, and facilitate progress in those districts where it is most required.

Many persons are apprehensive that the education of pauper children may be carried too far, and that they may thus be raised above the necessity of manual labour. This objection has been repeatedly answered; but as the annual Reports of Inspectors fall continually into fresh hands, it might be inexpedient to pass it over without notice. They who make this objection should, I think, fairly ask themselves the question, whether they wish the education of pauper children to be real or nominal. If the latter, why send them to school at all? If the former, it will be found impossible to draw a line which

none may pass, since in every school some children will inevitably excel others, and that to an indefinite extent. The great object of any extensive measure of education is, indeed, the moral and intellectual improvement of the masses ; but, if equal advantages are afforded to all, children of talent and energy will necessarily make the greatest progress. Some, at least, of these will force their way upwards ; to refuse them all encouragement is neither safe nor wise, since it is to act contrary to a law of nature ; and it may be added, although I have heard it maintained that pauper children ought to be punished for the sins of their parents, that it is impracticable, even if it were desirable, to maintain a caste of Pariahs in such a country as England.

Until the mind has been developed, until children have begun to take some interest in what they are taught, little or nothing is effected ; but in all schools where the teacher possesses that power of connecting logically a series of unpremeditated questions on any given subject which constitutes a satisfactory test of general competency, some children will occasionally advance far enough to earn a livelihood otherwise than by manual labour. At present, as the demand for teachers is great, such children readily obtain employment in that capacity, but they are not necessarily confined to it. Whatever the force of the objection above referred to, it applies to the distribution of natural ability among all classes of society, as it might be readily shown, for the most beneficial purposes, rather than to the means afforded for the development of such ability in workhouse or any other schools.

It is certain that children may be emancipated from pauperism by education, but the education must be good of its kind. To consider a child educated who reads dissyllables with difficulty, who cannot take up a book with pleasure, and who therefore, in all ordinary cases, will speedily forget the little he has learned, is as unreasonable as to expect wood-work to stand the weather with a single coat of paint. The education must be such as to wear if it is to effect any real good. It does not depend upon the amount of knowledge accumulated, but upon whether the individual has acquired the mastery over his own mind so that he can use it, like an instrument, at will ; upon whether his conscience and understanding have become so aroused and enlightened that he has learned to love truth, and to discern and to do what is right. An educated or exercised mind bears a certain analogy to the hand of a skilful mechanic, or to the rapid and delicate touch of an experienced musician. The mind, like the hand, was given us to be used ; and formation, or the power of using it, which may be acquired by various

methods, is, as I conceive, the object to be attained, rather than any definite amount of positive knowledge.

Many children are sent out from workhouses to situations prematurely, before they have made any progress of moment; consequently they soon forget what they have learned, and the labour bestowed upon them proves in fact fruitless. This evil, however, will probably diminish when Guardians perceive more distinctly than at present the advantages and importance of education. There are many instances of children who may be said to have half learned to read, consequently, with very rare exceptions, when they leave school they cease to read at all; and if they come back to the workhouse, as they are apt to do when thus sent out too soon, the teachers have to begin all their work afresh.

When in such cases the obvious uselessness of a merely nominal education is pointed out, it is frequently answered that many children of independent ratepayers have still fewer advantages. This may happen occasionally, but the progressive expansion and vast extent of the resources of this country,—the fact, noticed in my last Report, that while our population had increased more than one half in thirty years, the expenditure for the relief of the poor had decreased nearly two sevenths,—show that the independent labourer, if true to himself, has nothing to fear from the competition of pauper children. His great object must be to diminish the rates, which are a burden to himself, and subtract from the fund out of which his own wages must be paid. If it were true that the assistance and efforts of your Lordships were limited to the improvement of Union schools, there would be some justice in the frequent complaint that the independent labourer is thereby injured; but the Reports of the Inspectors of National and other schools abundantly prove that the education of his children is also duly cared for. The work to be done is doubtless great, and still imperfect; but it does not therefore follow that in the mean time needless evil should be tolerated, that the lowest and most helpless class should be abandoned to misery, vice, and crime, because all that is practicable has not yet been accomplished for their superiors.

But it is probable that the children of the independent labourer grow up uneducated more commonly from his own negligence than from any other cause; and neglect of an obvious duty by one person cannot justify a similar neglect on the part of others. I am constantly told that many who are well able to afford the expense will not send their children to school, because they do not rightly value education. It is not indeed to be expected that all working men would educate

their children, even if education were offered them gratis almost at their doors. But it would be very unjust to make the education of pauper children dependent upon the caprice, ignorance, or insensibility to duty of some reckless individuals raised but a little above them, who would withhold from others advantages which they do not know how to value themselves. In the north of England wages are generally good, the demand for labour very considerable, and the necessaries of life cheap ; and I apprehend that there can be very few working men in regular employment unable to send their children to school, if they really desire it. But persons, regardless of their duty as parents, are quite capable of feeling jealousy when they see pauper children enjoying opportunities of improvement which they wilfully reject for their own ; and this feeling, which must exist among the lower class of ratepayers, is naturally represented at the Boards of Guardians. Sometimes it may be carried so far as to manifest itself in a desire to keep down pauper children even at greater cost, rather than train them to become useful members of society at less cost to the parish. I submit that the question as to the propriety of educating pauper children cannot be considered in an economical light alone ; but to incur expense, otherwise needless, for the purpose of keeping any class of human beings in a degraded condition is a principle of action which requires only to be stated in order to be condemned, and which few or none, I conceive, would care openly to avow. Pauper children are helpless, and the duty of society towards them is, like other duties, positive, not comparative, to emancipate them from pauperism if possible ; and it is now certain that this can generally be done.

The following table gives the results of inspection for the year 1851 :—

Number of children in the workhouses above the age	
of two years	7,562
Present at the date of inspection	6,691
Reading easy narrative	1,782
Reading secular books fluently	1,685
Reading the New Testament	2,519
Writing on paper	2,527
Writing from dictation (correct)	745
In numeration and notation (correct)	1,358
In the simple rules of arithmetic	1,360
In the compound rules	1,348
In proportion and practice	196
In fractions	236
Learning geography	2,182
Learning grammar	1,038
Learning English history	877
Learning music from notes	279

The centesimal proportions show decided improvement in this as in the preceding years:—

	In 1850.	In 1851.
Present at the examination	6,795	6,691
Reading easy narrative	26.1	26.63
Reading secular books	23.0	25.18
Reading the New Testament	35.1	37.64
Writing on paper	33.8	37.76
Writing from dictation (correct)	8.0	11.13
In numeration and notation	20.6	20.00
In the compound and higher rules of arithmetic	16.8	20.00
Learning geography	28.4	32.59
Learning grammar	11.5	15.51
Learning English history	5.6	11.61
Learning music from notes	4.1	4.16

It thus appears that while there is no change of any moment in the proportion of children writing numbers correctly from dictation, and learning music from notes, decided progress has been made in every other respect. These tables, I am aware, are only approximations to the truth, but I believe that they are not very remote from it, and they are in conformity with my own general impressions.

The quality of the instruction given appears gradually to improve, but I doubt whether many teachers are yet sufficiently alive to the importance of interesting a child's mind in his work, whatever it may be. This is, perhaps, the point in which the new system of education differs most from the old; and a moderate degree of observation and reflection cannot but convince an unprejudiced person that the change is beneficial, since no one makes great progress in subjects in which he takes no interest. The familiar law relating to vegetable life is equally applicable to the human mind; there must be heat as well as light, or nothing will grow.

It is remarkable how closely children copy the character of their teacher's mind and manner,—how they are intelligent or dull, animated or listless, as he leads them. His style of penmanship also may often be traced in the handwriting of every child under his charge. Good discipline in schools may, I think, be more easily acquired and maintained by observing and turning to account the imitative propensities of children than by any other course. The most common defect in teachers is what I have termed in Reports on examinations want of power of development. My colleague, Mr. Bowyer, in his Report for the year 1849, has characterized whole classes of teachers in my district as accurately as if he had seen them in his own. They shape their questions in such a manner that they can be answered by the children in the precise words of the book before them. Their own minds are or seem to be

barren; their text suggests nothing to them, and they in their turn are not suggestive to their pupils. This is evidently the true reason why so many children make such inconsiderable progress in long years of dismal drudgery. If their teacher could lead them to originate an idea of their own, they would cherish it and thrive upon it as their peculiar property: but their minds are uninterested in their task; and their object naturally therefore is to reduce their work to the minimum, after the example of the adult paupers around them, each usually doing as little as he may.

There are in this district three industrial schools for the pauper children of Liverpool, Manchester, and Leeds. The workhouses in which schools have been organized under the charge of regular teachers are now eighty-one. The arrangements in some cases are, however, far from satisfactory. Thus, at Alnwick workhouse the children are instructed by a master from the town for an hour from $12\frac{3}{4}$ to $1\frac{3}{4}$, and for another hour from 5 to 6. In the master's absence they are under the charge of a pauper. In Barwick workhouse, which does not admit of proper classification, they are instructed for three hours daily by the parish clerk.

In Great Preston workhouse the children are instructed by the governor; in Castle Ward workhouse, partly by the governor and partly by a pauper.

In Glendale workhouse the inmates are not numerous, and the governor is the schoolmaster. He has obtained a certificate of competency, and receives a salary from the parliamentary grant.

The number of workhouses, exclusive of the three industrial schools, in which salaries are paid from the parliamentary grant, are 77. No salaries are paid in Alnwick, Barwick, Great Preston, and Castle Ward Unions.

In the Liverpool and West Derby workhouses there are three schools for boys, girls, and infants; in 39 workhouses there are double, and in 36 single schools. The total number of regular teachers in this district is at present, as I believe, 133, of whom 9 schoolmasters have obtained certificates of efficiency, including 1 who has obtained a special certificate, the head master of Kirkdale industrial school; and 29 schoolmasters and 15 schoolmistresses have obtained certificates of competency. The teachers in this district obtained 7 certificates of efficiency and 39 of competency in the year 1850. 2 additional certificates of efficiency and 5 of competency have thus been obtained in the past year. But as several teachers with good certificates have left the workhouses for other schools, the general progress of improvement is greater than would at first sight be inferred from these numbers.

The frequent change of teachers is a serious evil in Union

schools. There are sometimes three or four teachers in the course of a year in the same school, and the children fall off in consequence. Disputes between the governor and the schoolmaster, or between the matron and the schoolmistress, are occasionally the cause of these changes. But I have reason to believe that an unfavourable impression with respect to workhouse schools does exist among teachers. The accommodations provided for them are not always satisfactory, but these are gradually becoming better. The main objections, that they have less time to themselves than in parochial schools, that their duties are not strictly confined to teaching, and that they are to a certain extent under the control of the governor, can hardly, as I apprehend, be removed. The readiness with which many persons obtain and relinquish situations, often worth 30*l.* a year and upwards, with board and lodging provided, is in one respect satisfactory, as it affords a proof of the general prosperity of the country.

The introduction of a complete system of classification into all workhouses would tend materially to increase the beneficial influence of teachers, and place children out of the reach of corruption by adult paupers. The association of the young and comparatively untainted with these persons is indeed an unmixed evil, and very often, as I believe, effectually counteracts all the efforts of teachers, however intelligent and right-minded they may be. It has led not only to vice, but also to crime.

The number of pupil-teachers appointed in this district is now 37; of these 19 belong to Kirkdale, 11 to Swinton, 1 to the Liverpool workhouse, 2 girls to West Derby Union, 2 boys to Whitehaven, 1 to Berwick, and 1 to Belper Union. The boys at Kirkdale are especially distinguished by their lively and intelligent methods of conducting classes. Two boys at Whitehaven, a very good school, passed for the second year at their first examination.

I have usually found it the better course in scriptural examinations, which I always endeavour to make more important than those on any other subject, to select a parable for the children to read. As every parable contains a literal and a spiritual meaning, and is further susceptible of indefinite variety of application, scope is thus afforded for testing the children in many ways with a good effect.

A good selection of the proverbs of all nations, including such only as have both an obvious and a latent meaning, might easily be made within the compass of a shilling volume. In such a proverb, for instance, as * "When the pasha's

horses came to be shod, the beetle stretched out his leg," the sentence might first be parsed, then the obvious meaning might be elicited, afterwards the latent; and subsequently the children might be required to express both the obvious and latent meanings with variation of phrase. But there is a further value in proverbs, as they are often strikingly illustrative of national character and local peculiarities, and sometimes of historical facts. Many proverbs in Spanish, Italian, and Oriental literature might prove, perhaps, better fitted than our own for the purpose in question; and teachers capable of eliciting the full meaning of those somewhat obscure at first sight, and therefore more likely to excite curiosity, could hardly fail of producing a very beneficial effect upon the minds of children. Paraphrase, a great effort for a young person imperfectly educated, but exceedingly useful in developing the intellect, might thus be much facilitated, and a taste for reading be more frequently formed.

The number of children reading history has considerably increased during the past year, but it may be questioned whether it is often read to much purpose. All the histories written for children that I am acquainted with are chargeable with the same defect; they are all abridgments. This method of teaching history is quite in accordance with the time-honoured practice of presenting every subject to a child's mind in a repulsive point of view. In abridgments historical characters pass before the child almost as rapidly as the figures in a phantasmagoria, without the aid of the most vivid sense; they are names, and nothing more. The truly valuable knowledge, that of details, indispensable to a just appreciation of the men and their times, cannot be acquired from abridgments. Yet all men must live in detail. Details, rather than outlines of great events, are characteristic of the individual, and susceptible of application by the reader. It matters, I think, very little how short the period treated of may be, or how exclusively the child's attention may be confined to that period. The object is not, I submit, to fix in his memory a barren list of names, or "contests of kites and crows," as Milton, I think, called the wars of the Saxons, but to sow a seed in the mind which may one day bear fruit. The amount of positive historical knowledge which can be communicated in a school for the children of the poor may not be very considerable in any case, but the subject may be rendered interesting, and the way prepared for the acquisition subsequently of knowledge really valuable, and likely to exercise an important influence on society. Children may easily be led to feel an interest in history, although there is much in it for which their minds are not sufficiently matured. Chapters from Froissart, provided the unity of action be suf-

ficiently observed in the selection, or vivid, picturesque, and detailed narrative of stirring events in any age or country, would probably have the desired effect. The lesson ought to excite so much attention as to be thought of and talked of voluntarily out of school.

It may be said, that however good the method of instruction may be, whether in history or any other subject, the majority will not profit much by it. But the extent to which the minds of children may be moulded is, confessedly, indefinite. We never can be sure that we have reached the utmost practicable limit in any instance. The majority of unprofitable learners, if such a majority there must be, may be sensibly diminished; and it is, further, quite possible by injudicious methods to disgust the mind with pursuits to which it is naturally inclined.

There are excellent text-books in geography, grammar, and arithmetic; and there is no reason why historical works intended for young persons should not be equally valuable and useful.

The progress of industrial training in this district is slow. Even where facilities exist for carrying it out satisfactorily, it is sometimes altogether neglected. Thus, at Oldham, I found that the land attached to the workhouse had been let, when it might have been reserved for cultivation by the boys. The employment of the boys in field-work is however becoming more common, and it is probable that cows will shortly be kept in several Unions. At Belper a decided profit* has been realized by the labour of the boys, and, what is of more consequence, the combination on the same day of school and field-work has a very wholesome influence on their minds and characters. In this school, as in that at Wirral, they do more than boys generally who have no work in the open air, and in less time.

Land is now attached to several workhouses, but this is by no means all that is requisite. It is better, I think, that children should not work at all, than work, as they often do, in company with adult paupers; between whom and independent labourers the difference is, perhaps, nearly as great as that between a slave and a freeman. There can be no doubt that boys will work heartily if they are removed from the influence of bad example in grown men, with a little encouragement, and under judicious superintendence. To secure this last point is the great practical difficulty. It may be possible to educate children almost exclusively by means of a garden, with comparatively little book knowledge. But this plan presupposes

* Vide Appendix to this Report.

a philosophical mind in the teacher, rare tact and skill in communicating information, and extensive knowledge both of external nature and of the human heart and mind: such men are hard to find, and harder, probably, to keep when found; it is necessary, therefore, to be satisfied with far humbler results. I am inclined to think it better that the schoolmaster in a workhouse, rather than any other person, should superintend the field-work of the boys; but in such case the junior classes, composed of boys too young to dig, must be attended to, and it would be requisite to instruct them either by an assistant-master or by apprentices. The schoolmaster would, I think, acquire greater influence over the boys by superintending their fieldwork, he would be enabled to take advantage of opportunities which might arise during their work of drawing out their minds, and cultivating their powers of observation, which a person of inferior education would omit; and he might in some degree form their religious and moral feelings, by accustoming them to trace effects to causes in the natural phenomena around them, and by leading them insensibly to pure and simple trains of thought. The coarser children are, and none can be more so than many in workhouses, the more necessary it is that they should be constantly associated with a person of some refinement of character.

It appears to be more difficult to render the industrial training of girls in workhouses efficient than that of boys. It is hard to say how a girl in a workhouse is to be taught to appreciate economy, good management, and domestic comfort. Whatever she may see done must necessarily be on a much larger scale than can be admitted in her own future home; her wits are not sharpened by any participation, however slight, in the task of providing funds for daily expenses, nor is it easy for her to understand why any project, clearly remunerative, should not be immediately adopted. Of home, in its true sense, she knows little or nothing, nor of that art of making it cheerful and inviting, which is so peculiarly a woman's province. These matters, dependent upon a felicitous union of practical experience with moral and physical qualities, she must learn for herself in service, after she has left the workhouse. But if she happens to leave it to work in a factory she may never understand her more important duties at all. In an extract from a report on the condition of young persons employed in mines and manufactures, published in a thoughtful and interesting little volume, entitled "*The Claims of Labour*," by the author of "*Friends in Council*," there is some remarkable evidence given by a man who had himself risen from the state which he describes. "It leads us to perceive the great

good which any improvement in the domestic accomplishment of women might be expected to produce." He says:—

"Children, during their childhood, toil throughout the day, acquiring not the least domestic instruction to fit them for wives and mothers. I will name one instance; and this applies to the general condition of females doomed to and brought up amongst shopwork. My mother worked in a manufactory from a very early age. She was clever and industrious; and, moreover, she had the reputation of being virtuous. She was regarded as an excellent match for a working man. She was married early. She became the mother of eleven children: I am the eldest. To the best of her ability she performed the important duties of a wife and mother. She was lamentably deficient in domestic knowledge; in that most important of all human instruction, how to make the home and the fireside possess a charm for her husband and children, she had never received one single lesson. She had children apace. As she recovered from her lying-in, so she went to work, the babe being brought to her at stated times to receive nourishment. As the family increased, so any thing like comfort disappeared altogether. The power to make home comfortable was never given to her. She knew not the value of cherishing in my father's mind a love of domestic objects. Not one moment's happiness did I ever see under my father's roof. All this dismal state of things I can distinctly trace to the entire and perfect absence of all training and instruction to my mother. He became intemperate; and his intemperance made her necessitous. She made many efforts to abstain from shopwork; but her pecuniary necessities forced her back into the shop. The family was large, and every moment was required at home. I have known her, after the close of a hard day's work, sit up nearly all night, for several nights together, washing and mending of clothes. My father could have no comfort here. These domestic obligations, which in a well-regulated house (even in that of a working-man, where there are prudence and good management) would be done so as not to annoy the husband, to my father were a source of annoyance; and he, from an ignorant and mistaken notion, sought comfort in an alehouse.

"My mother's ignorance of household duties, my father's consequent irritability and intemperance, the frightful poverty, the constant quarrelling, the pernicious example to my brothers and sisters, the bad effect upon the future conduct of my brothers, one and all of us being forced out to work so young that our feeble earnings would produce only 1s. a week, cold and hunger, and the innumerable sufferings of my childhood, crowd upon my mind and overpower me. They keep alive a deep anxiety for the emancipation of the thousands of families in this great town and neighbourhood, who are in a similar state of horrible misery. My own experience tells me, that the instruction of the females in the work of a house, in teaching them to produce cheerfulness and comfort at the fireside, would prevent a great amount of misery and crime. There would be fewer drunken husbands and disobedient children. As a working man, within my own observation, female education is disgracefully neglected. I attach more importance to it than to any thing else."

Girls might certainly learn much more than they do now in the way even of domestic training in a workhouse. They might be taught not only sewing, knitting, cutting out work, washing, and cleaning their rooms—the ordinary limits of their industrial occupation at present—but they might also generally learn cooking, as a few do now, the management of a dairy, of cows, pigs, and poultry. The reluctance of Guardians to make a serious effort systematically to diminish pauperism, and to render workhouses as far as possible self-sup-

porting, has frequently proved an obstacle to efficient industrial training; but actual results can now be appealed to in many instances. For the acquisition of one element of useful knowledge the workhouse offers peculiar facilities, since the medical practitioners who attend the paupers in the different Unions would probably consent, for a small addition to their salaries, to instruct the girls how to treat accidental hurts, such as cuts, burns, scalds; how to apply a tourniquet; and at least to avoid doing mischief in cases of serious illness. If mothers of families among the poor possessed generally some simple knowledge of this kind, it might occasionally prove a means of saving life or limb, and often shorten the term of the labourer's compulsory absence from his work.

The industrial schools for the pauper children of Liverpool, Manchester, and Leeds, are entirely detached from the workhouses, and do not differ in character from district schools for the pauper children of several less populous Unions combined, with the exception that the administrative difficulties are necessarily less, as each industrial school is under the exclusive management of a single Board. These institutions, therefore, naturally furnish some data for determining the probable results of a system of district schools, if it should ever become general.

Their constitution, so to speak, is not precisely similar. Kirkdale, the largest, and the most efficient of the three, is thus organized:—The governor is at the head of the establishment, the chaplain, who does not reside on the premises, but is in daily attendance, confines himself to the religious instruction of the children, to visiting the sick, and to the ordinary duties of his holy office. As there are usually nearly 1,100 children at Kirkdale, besides officers and servants, his time is thus fully occupied. There is now no infant-school, consequently all the boys in attendance, 605 at the last inspection, are under the charge of the head master, assisted by three under masters; and all the girls, in attendance 415 at the same period, are under the charge of the schoolmistress and two assistant teachers. 13 boys and 6 girls have been appointed apprentices.

The industrial training at Kirkdale is under the superintendence of the following officers:—

- A master-tailor, at 25s. per week.
- A master-shoemaker, at 20s., with house, coals, and gas.
- A master-joiner, at 27s. per week.
- A master-baker, at 25s.
- A master-blacksmith, at 27s.
- A master-gardener, at 24s.
- An engineer, at 25s.
- A band-master, at 21s., who cuts the children's hair.
- A master-sailor, at 25s., who superintends the management of the ship, and, generally, the boys employed in out-door work.

The girls are employed in house-work, washing, and sewing.

The boys' school has evidently advanced since 1850, excellent as I have always found it, in respect both of religious and secular instruction. The progress of many of the younger boys especially has been very considerable. The girls also have improved, but are still far from equalling the boys. Apprentices fees have been discontinued, as the children, in consequence of their superior education and general training, now readily obtain situations without any premium.

At Leeds the chaplain was originally also head master, but this arrangement has recently been altered, and the chaplain no longer teaches the children. The state of this institution cannot yet be considered satisfactory, with the exception of the infants' school, which is very pleasing. The children are instructed by a schoolmaster and two schoolmistresses. There are no pupil-teachers. A master-tailor and shoemaker, who have each a salary of 20s. per week, instruct the boys in their respective trades. The governor superintends the field-work of the boys. 80 boys, 75 girls, and 56 infants were in attendance in 1851.

At Swinton there are two schools, one for infants, which I have uniformly found in an excellent state, under the charge of Mr. and Mrs. McLeod; and another for the elder children, both boys and girls, who, at the date of inspection, were instructed in the same room, under the charge of three masters and a schoolmistress. The chaplain, who is also head-master, and resides on the premises, superintends the whole establishment. I found 254 boys, 172 girls, and 185 infants in attendance in November 1851. 8 boys and 4 girls have been appointed pupil-teachers. The senior school has improved materially. The industrial training of the boy is superintended by the following officers:—

An engineer, at 78*l.* 0s. per annum.

A drill-master, at 65*l.* 0s.

A carpenter, at 62*l.* 8s.

A tailor, at 62*l.* 8s.

A shoemaker, at 62*l.* 8s.

A baker, at 59*l.* 16s.

A farming bailiff, at 59*l.* 16s.

these officers do not live on the premises.

The industrial training is, I think, more efficient than heretofore, and I have some hope that efforts will now be made to ascertain how far this institution can be rendered self-supporting by the labour of children. Swinton offers unusual facilities for carrying out this important object, to the manifest benefit of all concerned.

The industrial training of the girls at Swinton and Leeds is of the same character as at Kirkdale.

The weekly cost of the maintenance of the children at Kirkdale is, as I am informed, 1s. 11½*d.* per head, and of clothing 4½*d.*; while the children in the Liverpool workhouse cost 1s. 9*d.* per head for maintenance, and 2¼*d.* for clothing. It should be observed, however, that the expenses per head at the industrial school cannot so much exceed those at the workhouse as these figures would seem to imply, because "the industrial masters, besides teaching the boys, devote their own labour to the parish. This is considerable; so that repairs connected with the establishment and many important alterations have been executed by them. On several occasions work from the workhouse has been performed at Kirkdale, particularly in the departments of the joiner and baker."

The weekly average cost per head for the children at Swinton, for the half year ended September 1850, was, I am informed, 1s. 9¾*d.* In the Manchester workhouse the cost of the children per head had not been kept separate from that of the adults; the weekly cost per head for both classes amounted to 2s. 3¾*d.* for the same period.

At the Leeds industrial school the weekly cost per head was 1s. 5*d.* for maintenance, and for clothing 7¼*d.* nearly, for the same period.

There appears, therefore, to be no reason for concluding that the cost of maintaining children in an industrial school would usually be greater than in a workhouse; and if the industrial training were rendered thoroughly efficient, it certainly ought to be less.

At Kirkdale, on the first Wednesday in each month, the parents or other relatives of the children are admitted to see them for about two hours. It has been found necessary to restrict the privilege of admission to persons who had previously obtained an order from the parish office, some individuals, apparently very disreputable characters, having obtained admission under pretence of visiting the children, but, in reality, to spend an idle hour. The application for an order of admission to the relieving officers is otherwise useful, as it affords them an opportunity of ascertaining the true position and circumstances of the friends of the children. The practice of receiving children at Kirkdale from the Liverpool workhouse alone in the first instance, operates as an additional check upon persons desirous of availing themselves of the advantages of the institution for their children, but who are able to maintain and educate them at their own expense. In cases of sickness the children and their relatives are allowed mutually to see each other without restraint.

At Swinton, parents or other relatives are allowed to see the children every Wednesday and Saturday from 2 to 3 P.M.,

and the children are also allowed to visit their relatives for a week or more at a time, if satisfactory reasons for such permission can be given to the Guardians.

At Leeds, the children are allowed to see their relatives every Wednesday from 1 to 3 P.M.; but the same person is not admitted oftener than once a month. Leave of absence to visit a sick relative is also granted to the children.

There seems to be no intelligible reason why paupers should be admitted to see their children at school so much more frequently than other parents who educate their children at their own cost. Such frequent visits must unsettle the child's mind in some degree at the best; but the influence of the relatives of pauper children is usually, I apprehend, demoralizing, to a greater or less extent. At Kirkdale, the schoolmistress showed me several packs of cards which the relatives and friends of the children had brought them on the visiting days. Yet the Kirkdale arrangement, as allowing the fewest visits, is the least objectionable of the three. It may be well to remark, even at the risk of some repetition, that the great object in view is to rescue these children from a state of moral and physical degradation, by the combined influence of religious principle, general education, and industrial training; but, unhappily, circumstances apparently trifling, sometimes defeat the best concerted plans.

The parish of Liverpool has effected more for pauper children than any Union in the northern district, both as regards the character of the education, and the number of the children educated. About 1,400 children are now educated at Kirkdale, and in the Liverpool workhouse, yet the number of outdoor pauper children, who have necessarily no share in the advantages afforded the inmates, was 6,363 in November 1849. Manchester, a place from which much might have been expected, stands to Liverpool in the ratio of about 7 to 14, or of 1 to 2 in all that regards the education of pauper children. Out of the 611 children in attendance at Swinton at my last visit, 73 belonged to the Unions of Barton, Prestwich, and Rochdale; and in addition to these, about 80 boys receive a barely tolerable education at the Manchester workhouse, far inferior to that afforded at the Liverpool workhouse. The girls and infants at the Manchester workhouse may be considered as almost neglected, since they are under the charge of female paupers, and very ignorant. I found 14 only out of 98 able to read. These children are detained at the Manchester workhouse, on the ground that their stay is not likely to be permanent, although many, in fact, have often remained there several months; whilst at Swinton, scarcely more than 5 miles distant, the girls school-room, one of the finest in the kingdom,

was, at the last inspection,* closed for want of scholars. The school in the Canal-street workhouse, where 117 children were present at the examination in 1849, the number on the books being 187, is also closed. At Swinton, the number of children on the books in 1849 was 643. It is thus evident that the education of pauper children has positively receded in Manchester, although there is no place where equal facilities exist for its extension. The chaplain and head-master of Swinton states, that there is accommodation there for 1,000 children, so that this magnificent establishment would be filled by the 187 children who were in the Canal-street workhouse in 1849, together with the 191 children in the Manchester workhouse in 1851, even without making a selection from the 4,257 pauper children in the receipt of out-door relief in November 1849.

It is evident from these data that Swinton is not too large for the pauper children of Manchester alone, and that the different circumstances of Liverpool and Manchester cannot justify such a disproportion as that of 2 to 1 in the number of pauper children educated.

The cost of maintenance is less for the children at Swinton than at Kirkdale; the establishment charges could not be materially increased by filling the institution; a large proportion of the capital expended upon the building continues unproductive; the facilities for industrial training are greater at Swinton than at Kirkdale, as there is much more land attached to the former institution, which might therefore be rendered self-supporting to a larger extent. The reason why it is not filled is, as I understand, mainly this: if more children were admitted, it is apprehended that persons able to maintain and educate their children without assistance, might improperly avail themselves of the advantages of the institution. It is obvious that this objection is as applicable to Liverpool, and to industrial schools generally, as to Manchester. The possibility of imposition is a contingency which must have been contemplated by the original founders of Swinton, and constitutes a difficulty which every person who attempts to diminish human vice and misery must expect to encounter; but it appears a singular argument for refusing to carry out the objects of such an institution as Swinton, since the same principle would justify the refusal of relief to the poor altogether. There is, indeed, a very material distinction between an industrial school and a workhouse, inasmuch as the one is inviting and the other the reverse. It is probable, also, that when the

* I am informed that the girls' schoolroom has now been re-opened, May 1852; and that the number of children sent from Manchester is 671.

advantages of education become better understood, the efforts of the poor to obtain admission into such institutions will increase, and various artifices may be resorted to in consequence. It should be observed however, that, though physical destitution may be feigned, educational destitution will not. Whatever the parent may be, the child is no impostor; he is really ignorant, and to him, more especially if his parents are vicious, a good education must be beneficial. The accommodation of the building confines the possibility of imposition on the part of parents within certain limits, and it is at all times practicable to make inquiries into the condition and circumstances of every child within the walls. It is, indeed, true, that no one can effect unalloyed good, but if the probable balance of results is on the whole decidedly favourable, there is sufficient encouragement to proceed. The advantages which society must gain by redeeming many from a life of misery, vice, and crime, ought always to be taken into account; but the question of the religious and moral education of the destitute is mainly, as it appears to me, one of duty.

At Leeds, the proportion of pauper children educated, to the whole population, is still less than at Manchester, while the industrial school, built for 400, is kept half empty. There were only 211 children in the building at my visit in 1851, although the number of out-door pauper children in the township of Leeds in November 1849 was 2,344.

Every school, it has been well remarked, requires a friend; if an influential person takes a real interest in its prosperity, the most efficient arrangements are soon discovered, and ultimately adopted; and this advantage Kirkdale possesses in the permanent chairman of the school committee. To this favourable circumstance the superior character of the arrangements at Kirkdale may in a great measure be attributed.

The formation of industrial schools might be materially facilitated by ascertaining the lowest sum for which they could be built. The three industrial schools in the north of England have all been expensive, and it cannot, as I conceive, be satisfactorily inferred from their cost what the expenditure ought to be in other instances. Swinton more especially, both from its cost and from its somewhat too imposing exterior, seems to have effectually deterred many Boards of Guardians from entertaining the question of the formation of similar schools for the present, although their cost might not generally exceed that of an ordinary workhouse. The manifest want of faith in education, the reluctance to carry out the benefits of the institution now that it has been completed for a considerable period, are still more to be regretted than the original expenditure. Local zeal for the education of the poor is liable to prove

transient and uncertain, and it would be unsafe to build upon the assumption that a degree of permanent energy in the cause would be found elsewhere which has not hitherto been found in the second town in the kingdom.

I have not referred in previous Reports to the subject of favouritism in the appointment of teachers; but the disposition towards it is sometimes apparent, and I feel convinced that it would lead to very mischievous consequences but for the determination of your Lordships to award certificates and salaries according to merit alone. Relations and friends of Guardians are fully entitled to be placed on a level with other candidates, but not above them, unless better qualified for the office of teacher, and impartiality cannot, I think, be generally secured without central superintendence.

There is no district school in the north of England for the pauper children of several Unions combined, nor is there any prospect of the formation of one, as far as I know. Under existing circumstances many years must elapse before the formation of district schools can become general in this part of the kingdom. In one peculiarly favourable case, where the rateable property and the population of the adjacent Unions were very great, the area very moderate, and the facilities of communication not to be surpassed, every effort was made by the Poor Law Inspector to induce the different Boards of Guardians to combine to form a district school, but without success. Wishes are sometimes expressed that the formation of district schools might be rendered compulsory, but it has not hitherto been deemed expedient to render the building of workhouses compulsory, and this would seem to be a want more urgent than the other. Children are likely to be better taught in large than in small schools; the services of more efficient teachers may be secured, and, in the aggregate, at a less expense, although individuals may receive higher salaries, because fewer teachers are required. A large school is also more favourably circumstanced for industrial training, which requires numbers, and the children, being placed in a different building, wholly escape from the contaminating influence of adult paupers. But beneficial results are uncertain in a district school as well as in a workhouse, and may easily be prevented by mismanagement. Such a school may be so constituted as to render harmony among the officers difficult, and bad appointments must cause failure under the best regulations. It appears strange that Guardians should incur a great expense in building separate schools for pauper children, and when they have been built refuse to fill them, whilst those excluded, and for whose benefit they were designed, may be counted by thousands; but such is the fact. The Liverpool Guardians indeed carry out

the education of pauper children nearly as far as the accommodations of their industrial school permit, but the Manchester and Leeds Guardians do not; and if district schools were general the examples of Manchester and Leeds might be as extensively followed as that of Liverpool. More zeal in the cause of education has been nowhere professed than in Manchester.

It appears further that the formation of district schools might probably diminish the total number of pauper children educated. There are always children in workhouses whose stay, from various causes, is very uncertain, and it is obvious that few or none of this class would be sent to the district school. At the Manchester workhouse, children have remained for months without being sent to Swinton; yet the district school, in a combination of Unions, would generally be more than five miles from most workhouses, and consequently the indisposition of Guardians to incur the trouble and expense of sending pauper children to it would be greater than at Manchester. Thus the school in the workhouse would not be superseded; but as it would be felt that much had been done, instruction to the children left in the workhouse would either be given by paupers or not at all.

The easiest and most economical mode, as I conceive, of educating some thousands of out-door pauper children throughout the country, now, it is to be feared, altogether neglected, would be to admit them to the workhouse schools. Their attendance at the workhouses would cost the ratepayers nothing beyond the occasional purchase of a few cheap school books, and would lead to the organization of schools in those Unions in which the number of in-door pauper children alone is not sufficient to justify the appointment of a teacher. At the same time, if schools were organized in every workhouse the majority of the out-door pauper children would still be unable to attend them, either on account of the distance or from the want of sufficient school accommodation for such vast numbers. The benefit, however, to be derived from the admission of out-door pauper children to Union schools would be far from inconsiderable, and the arrangement offers few, if any, practical difficulties; but it would be effectually prevented by the general establishment of district schools. Some out-door pauper children might indeed attend such schools, but they would be few in comparison of those who could attend the schools in workhouses, necessarily far more numerous and more within reach.

The rapid increase of population in the manufacturing districts renders it difficult to determine what Unions should be grouped together for the purpose of forming schools. Thus, in

Bradford the population increased from 69,726 in 1841 to 107,486 in 1851, and the rate of increase is still higher in West Derby Union during the same 10 years,—from 88,652 to 153,243. Exclusive of the parishes of Liverpool, Manchester, and Leeds, there are 8 Unions in this district in which the population exceeds 100,000, and in several others it nearly reaches that number. At the lowest per centage of pauperism such Unions, more populous than some counties, must furnish singly a sufficient number of destitute children to fill an industrial school of the largest size.

The proportion of pauper children at present in the workhouses is not a sufficient basis on which to estimate the numbers who ought to be educated at a district school. There are great variations in the administration of the Poor Law by Guardians in different Unions. The workhouse test is carried out to a considerable extent in some instances; in others scarcely at all. Many children who would be inmates of the workhouse in one Union are relieved out of it in another. There can, for instance, be no very material difference between the circumstances of the poor in the Unions of Whitehaven and Stockton-upon-Tees. Both towns are seaports, and both are situated in coal districts. The population of Whitehaven was 35,613, and of Stockton 44,434, at the last census. Yet in the Union with the lesser population the number of children in the workhouse at my visit in 1851 was nearly seven times greater than in that with the larger population, as at Whitehaven there were 147 children in the workhouse, and at Stockton only 22. This extraordinary disproportion is accompanied by the fact that, in November 1849, there were 655 out-door pauper children in Stockton, and only 374 in Whitehaven Union. Again, in Skipton Union, in November 1849, the children in the workhouse constituted less than one per cent. of the whole number of pauper children; in Liverpool, at the same period, more than 18 per cent.

I am desirous of submitting these considerations to your Lordships, because I feel that the uncertainty at present subsisting, with respect to the formation of district schools, is injurious to the cause of education. The probability that there may, ultimately, be a district school is sometimes made an excuse for doing nothing, to the irreparable injury of many children, who cannot wait, and must be educated at once, if at all.

District schools are, perhaps, most required in the less populous Unions, yet, under such circumstances, difficulties would arise from the greater distance which the children would have to travel. At present the children in the less populous Unions have in general fewer advantages than those in the larger. In

29 workhouses I found the number of the children less than ten at my recent visits. Several of these were merely district workhouses, in populous Unions, such as Huddersfield and Rochdale; but the number of children in attendance in entire Unions is often too inconsiderable to justify the appointment of a teacher. If, however, the out-door pauper children in the neighbourhood attended the workhouse school it is probable that there would very seldom be a deficiency in numbers.

It is not, I am sure, your Lordships' desire that a few pauper children should receive a superior education and the great majority remain comparatively neglected; but, after the best consideration I am able to give to the subject, this seems to me the probable consequence of the general establishment of district schools, in the north of England at least, unless accompanied by other measures. Whether district schools are indispensable, whether children can be so trained in a well-arranged workhouse as to be permanently emancipated from pauperism is, as far as I see, the main question.

Complete classification in a workhouse is difficult, but still, I think, practicable. At present it is certainly not attained in very many instances. Frequently also the children in workhouses cannot receive proper industrial training, and there is a want of land for field-work. Wherever children can be effectually separated from adult paupers, while they pass their time in a regular alternation of school and labour, exercising their muscles as well as their minds, under the superintendence of an intelligent and judicious teacher who can animate them with right motives and Christian principles of conduct, there, I am convinced that, with rare exceptions, permanent emancipation from pauperism will follow. I believe that many children in workhouses have been thus emancipated already, and there can be no reasonable doubt that, in general, more reliance might be placed upon such a workhouse school as that at Belper, in forming the character, than upon such an industrial school as that at Leeds. The permanent emancipation of children from pauperism in well-arranged and well-managed workhouses is, plainly, practicable, because it has been accomplished.

In one material point, as I have already observed, the character of the district or industrial school differs wholly from that of the workhouse. The object of the workhouse is to test destitution, it must therefore be in some respects repulsive; the district school is inviting, and it does not appear practicable so to organize it as to render it a test of destitution without defeating its higher objects. The limited accommodation of the building must constitute the most effectual check upon

improper admissions. Careful revision from time to time of the pauper list, or the restriction of admission to certain classes of children, would be precautions generally sufficient, as I conceive, to prevent abuses on this head.

But whatever improvements may be effected in the education and training of children in workhouses, a permanent and sensible diminution of pauperism, unless under circumstances of great national prosperity, can hardly be hoped for if the far more numerous class of out-door pauper children continues to be neglected. It is stated in a printed circular which I have received from your Lordships' Secretary, that, "according to a return of the Poor Law Board, 43,168 children under sixteen years of age were receiving in-door relief in England and Wales on the 1st of January 1851;" and that "the number of children receiving out-door relief, at the same date, was no less than 276,613." From this return, as I conceive, several Unions and populous districts, under Local Acts, were excluded; there is little doubt, therefore, that the total number of children receiving out-door relief exceeds 300,000. There are many occasional occupants of workhouses who may be taken as specimens of the out-door class, and unless their ignorance and depraved habits are peculiar to themselves, a conclusion which there is nothing to warrant, it is to be feared that no decided impression has yet been made upon this vast nursery of vice and crime. The evil consequences of allowing these children to grow up debased and degraded must be obvious. Yet it cannot be doubted that a very considerable amount of existing evil is needless, and within the power of man to prevent. The condition of the working classes, in the north of England at least, is prosperous beyond all example, and although commerce must always be liable to occasional shocks and fluctuations, it would seem that the prosperity of England mainly rests upon a secure basis, the increase of population in the United States of America, and in our own colonies. Thus, while cheapness and facilities of transport continue to increase, there exists a labour market of indefinite extent, and labour now useless or mischievous may not only be rendered directly productive but cannot become such without stimulating production elsewhere, and beyond its own immediate sphere. There is every inducement to proceed in the emancipation of the rising generation from a career of pauperism, vice, and crime. And in however disinterested and Christian a spirit such a work may be undertaken and continued it cannot go unrewarded, since the moral improvement of one extensive class re-acts upon others, and renovates and invigorates, as with a healthier circulation, the frame of the whole society.

In conclusion, my Lords, I beg leave to add a few words on

the religious education of pauper children, the most important part of the whole subject. I am confident, that whatever measure might be devised, if pauper children were not instructed in religion in school, their religious education would be worse than it is. To contend that pauper children would receive proper religious instruction from their parents or relatives argues entire ignorance of the pauper class. If such instruction is to be entrusted to chaplains and ministers of different denominations, the answer is that chaplains must first be appointed, and in very many Unions there are none. Such chaplains would also require larger salaries than at present, as the religious instruction to be effectual must be constant, and the demands upon their time would thus of necessity be greater. It would also be requisite to appoint an indefinite number of dissenting ministers to every workhouse, varying according to the varying creeds of the inmates, all of whom ought notwithstanding to receive salaries, if their attendance is expected to be regular. A scheme so cumbrous and extravagant would evidently be impracticable, yet it seems a necessary consequence of the banishment of religion from Union schools.

The moral training of the children would, I think, be seriously impeded, and the moral influence of the schoolmaster over them enfeebled, by transferring their religious education wholly to another person. Moral instruction cannot be separated from a teacher's functions; he must in self-defence, and to maintain order and discipline, endeavour to give children a clear sense of the difference between right and wrong; but to expect him to do this without referring to the chief sanction and most powerful motive of human actions, is to place him in the position of a mechanic required to construct a delicate and complicated machine without the use of his right hand.

The religious difficulty in Union schools, notwithstanding the various denominations to which the children may happen to belong, is, for the most part, scarcely appreciable. The points at issue between the Church of England and the various Protestant Dissenters, at least, cannot be entertained by the mind without a certain degree of religious knowledge and mental development. There are many elementary truths which must be familiar before any one can be prepared to enter upon the baptismal controversy. But pauper children, even those who come into the workhouses at twelve years old and upwards, are often so ignorant that there is scarcely any religious truth, however simple, which they can be said really to know; and after they have been for years under any of the numerous teachers who are destitute of the power of development, their answers are usually mere guesses, wholly irrelevant, or so pain-

fully absurd as to border upon the profane, although unintentionally. Neither is there any material difficulty with the more advanced classes. I have always made the religious education of the children my first object, and required them to read the Scriptures, as part of my examination ; but in questioning them on the subject matter of their lesson, however fully they may be enabled in some instances to develope it, there is no necessity for referring specially to modern controversies.

I have the honor to be, &c.

T. B. BROWNE.

To the Right Honorable

The Lords of the Committee of Privy Council on Education.

APPENDIX.

GARDEN ACCOUNT, Belper Union Workhouse, for the year 1851.

Vegetables consumed in the house:—				£	s.	d.
Cabbages	-	-	-	0	11	0
Potatoes	-	-	-	1	7	9

Received for vegetables sold:—				£	s.	d.
Brocoli	-	-	-	0	14	5
Cabbages	-	-	-	3	15	3
Peas	-	-	-	0	5	7
Potatoes	-	-	-	8	6	7
Mangold-wurzel	-	-	-	8	0	10
Ditto	leaves	-	-	1	7	6
Turnips	-	-	-	1	10	6
Carrots	-	-	-	0	3	10

£ 26 3 3

	£	s.	d.
Rent	7	14	4
Seed potatoes	1	3	0
Manure	2	18	6
6 iron buckets	1	0	0
Small seeds	0	6	10
Tithes	0	8	4
			13 11 0

Balance - - - £ 12 12 3

(Extent of land about an acre and a half.)

TABULATED REPORTS, in detail, by Her Majesty's Inspector of Schools,
T. B. BROWNE, Esq., on the Parochial Union Schools inspected
by him in the Northern District of England, for the Year 1851.

Date.	Name of School.	In Attendance.		GENERAL OBSERVATIONS.
		In Attendance.	Present.	
Aug. 6 -	NORTHUMBERLAND			
	Alnwick:			
	Boys - - -	12	11	The children are instructed for an hour from 12 ^h , and for another hour from 5 o'clock, p.m., by a master from the town, and in his absence by a pauper; the children are not advanced, but showed rather more intelligence than on former occasions: classification imperfect. The girls have a sewing-mistress.
	Girls - - -	13	13	
Aug. 1 -	Belford - - -	-	-	
	Boys - - -	-	-	
July 29 -	Bellingham:			
	Boys - - -	5	5	Three boys and seven girls go out to school: the children were unusually shy, and showed little intelligence: classification imperfect. The girls sew and knit.
	Girls - - -	9	9	
	Infants - - -	-	-	
Aug. 5 -	Berwick-upon-Tweed:			
	Boys - - -	25	20	There are two schools here, one mixed and the other for infants; the elder children are taught by a master, the infants by a schoolmistress. A pupil-teacher has been appointed. In the senior-school geography, grammar, and English history are taught: I found the attainments of some children very tolerable, but of the majority imperfect: there is a separate wash-house for the girls.
	Girls - - -	42	39	
	Infants - - -	20	20	
July 30 -	Castle Ward:			
	Boys - - -	10	8	The children are instructed in a small school-room, partly by the governor and partly by a pauper; they passed a tolerable religious examination, but were deficient in arithmetic: there are no maps. The girls sew.
	Girls - - -	15	11	
	Infants - - -	-	-	
Aug. 4 -	Glendale:			
	Boys - - -	14	10	The children are instructed by the governor in the workhouse. General progress tolerable: geography and grammar are taught. The master was absent, but the children were orderly. The girls sew and do housework.
	Girls - - -	13	12	
	Infants - - -	-	-	
Aug. 15 -	Haltwhistle:			
	Boys - - -	3	3	The children go out to school: four could read tolerably: religious and general knowledge moderate: arithmetic imperfect. The girls, at this date, were taught to sew by a female inmate, the mother of several bastard children.
	Girls - - -	5	4	
	Infants - - -	-	-	
May 7 -	Hexham:			
	Boys - - -	25	24	There are two schools in the workhouse. Twenty boys out of 24 could read, several very tolerably: religious knowledge, grammar, and arithmetic very tolerable, but the minds of the children were not sufficiently drawn out: geography tolerable. The girls appeared very inferior to the boys, and had made but little progress; none could write numbers or a sentence from dictation correctly; and they were very inanimate. The girls sew and cut out work: I found them improved at a subsequent visit.
	Girls - - -	18	15	
	Infants - - -	6	6	
July 31 -	Morpeth:			
	Boys - - -	7	7	Some children go out to school; none had made any material progress: one boy only could read the testament without spelling, write moderately, and work a subtraction sum. Classification imperfect.
	Girls - - -	4	4	
	Infants - - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
NORTHUMBERLAND—cont.				
Aug. 13 & 14 - -	Newcastle-upon-Tyne:			
	Boys - -	88	86	There are two schools here. The school-rooms are low and too small, and it is consequently difficult to maintain order; the discipline in the boys' school was not good: their attainments were tolerable, but the general impression was unsatisfactory. The girls have improved materially, especially in discipline and religious knowledge. They sew, wash, and cut out work. The schoolmistress deserves credit for what she has effected.
	Girls - -	81	80	
	Infants - -	2	2	
Aug. 7 -	Rothbury:			
	Boys - -	2	2	The children go out to school; they were in every respect in a low state, and had made no progress of any moment: they are not separate from adult paupers.
	Girls - -	2	2	
	Infants - -	-	-	
Aug. 8 -	Tynemouth:			
	Boys - -	32	19	The elder boys here go out to school; the younger are instructed with the girls in the workhouse by a schoolmistress. Twelve children read the Testament, but understood what they read imperfectly; they were generally in a low state: discipline not good; there was much talking and prompting during the examination. Separation from adult paupers imperfect. The girls sew, cut out work, and wash separately.
	Girls - -	19	18	
	Infants - -	-	8	
CUMBERLAND.				
Sept. 18 -	Alston:			
	Boys - -	6	4	The children go out to school; three read in the Testament, but did not understand what they read, and were very ignorant, although one girl appeared naturally intelligent: arithmetic a failure. No separation from adult paupers. Some improvement was apparent at a subsequent visit.
	Girls - -	6	5	
	Infants - -	-	-	
June 24 -	Bootle, Millom:			
	Boys - -	11	11	The children go out to school. Eleven read the Testament, but understood little of what they read: general attainments moderate. The girls sew and knit. The workhouse does not admit of proper classification.
	Girls - -	3	3	
	Infants - -	-	-	
May 8 -	Brampton:			
	Boys - -	9	9	There is no workhouse school. Fourteen children attend school out of the workhouse; they had not made much progress, but appeared more intelligent and animated than on former occasions. Sewing taught: classification imperfect.
	Girls - -	14	14	
	Infants - -	-	-	
May 9 -	Carlisle:			
	Boys - -	54	43	A new master has been appointed, and the boys have improved, but as yet chiefly in discipline and penmanship. The boys dig; their labour was stated to be profitable. Girls' school tolerable: sewing and cutting out work are taught. Some nuisances at the foot of the school-room stairs ought to be removed.
	Girls - -	27	20	
	Infants - -	4	2	
July 28 -	Caldewgate:			
	Boys - -	-	-	This is a district workhouse in Carlisle Union. The children are infants under the charge of a female pauper; they were very ignorant. Children have hitherto been detained here until they were seven years old, but the Guardians have now ordered that they should attend the Union-school from the age of five.
	Girls - -	-	-	
	Infants - -	11	9	
Aug. 28 & 29 - -	Cockermouth:			
	Boys - -	22	20	There are two schools here, both mixed. The senior school had fallen off, but another master has been appointed since my visit. Discipline of the elder children not good; attainments moderate: state of the infants tolerable. Separation from adult paupers incomplete. The girls sew, wash, and bake.
	Girls - -	10	10	
	Infants - -	80	53	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
CUMBERLAND—cont.				
Sept. 17 -	Longtown:			All the children are instructed in one room by a schoolmaster: none had made more than moderate progress; there was a degree of languor about them, apparently the effect of disease, as many had had both measles and scarlet fever. No sewing-mistress.
	Boys -	18	18	
	Girls -	14	12	
	Infants -	-	-	
May 23 -	Penrith:			The children in both schools showed a fair degree of intelligence and information. The master was trained at Kirkdale, and teaches well. The girls are too much addicted to simultaneous answering: religious instruction is carefully attended to: separation of the girls from adult female paupers imperfect. The boys dig, the girls sew and knit.
	Boys -	36	36	
	Girls -	38	38	
	Infants -	-	-	
June 25 & 26, Aug. 27.	Whitehaven:			Both schools in this workhouse are very good, and the teachers have great merit; the master especially is indefatigable in his exertions. Forty-one boys present wrote a sentence from dictation without a single error. Two boys have been appointed pupil-teachers; both gained a year at their first examination. Methods of instruction generally intelligent; the teachers appear to be truly conscientious: the girls read with much distinctness.
	Boys -	84	84	
	Girls -	56	55	
	Infants -	7	7	
Aug 26 -	Wigton:			The boys' school here is tolerable, but some attempts at deception were made during the examination. The girls have made but little progress, and did not understand what they read: discipline not satisfactory in either school. Separation from adult paupers imperfect.
	Boys -	18	18	
	Girls -	20	20	
	Infants -	6	5	
April 23 -	DURHAM.			Ten children go out to school, and were extremely ignorant; they were evidently unaccustomed to think, and their answers were of the most heedless description. No separation from adult paupers.
	Auckland:			
	Boys -	13	10	
	Girls -	13	10	
May 1 -	Chester-le-street:			The children go out to school: religious and general knowledge very moderate: no separation from adult paupers: the girls sew and knit.
	Boys -	5	4	
	Girls -	6	6	
	Infants -	-	-	
April 28, Oct. 1.	Darlington:			The children have hitherto gone out to school, and were in a very low state; none could multiply 20 by 10. A schoolmistress has now been appointed, but the school was not organized at my last visit. The girls sew: the boys dig occasionally.
	Boys -	13	13	
	Girls -	10	9	
	Infants -	-	-	
April 30 -	Durham:			At the date of inspection the children went out to school; two boys only had then made moderate progress: a teacher has since been appointed: the girls sew: no separation from adult paupers. I found the children much improved at a subsequent visit.
	Boys -	13	13	
	Girls -	7	7	
	Infants -	-	-	
Sept. 26 -	Easington:			The children go out to school: a boy and a girl read the Testament, but did not understand what they read, and the children were otherwise in a low state: the girls sew: separation from adult paupers incomplete.
	Boys -	6	5	
	Girls -	4	3	
	Infants -	-	-	
May 6, Aug. 14.	Gateshead:			The elder children went out to school at the date of my visit. They were dull and inanimate, understood but imperfectly what they read, and their knowledge, both religious and secular, was very moderate: the younger children received some instruction from a sewing-mistress: the girls sew. A teacher has lately been appointed.
	Boys -	24	21	
	Girls -	35	18	
	Infants -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
May 5	DURHAM—cont. Houghton-le-Spring:			
	Boys - - -	1	-	One girl in Houghton Workhouse goes to school in the village; she had not made much progress; no separation from adult paupers: there are many out-door pauper children here.
	Girls - - -	1	1	
	Infants - - -	-	-	
May 2	Lanchester:			The children go out to school, but not all; reading not good: religious and general knowledge moderate: arithmetic a failure. The girls sew and cut out work. Separation from adult paupers imperfect.
	Boys - - -	2	2	
	Girls - - -	6	6	
	Infants - - -	-	-	
April 29	Sedgfield:			Here the children go out to school; they were ignorant and heedless: one boy was correct in the compound rules, and could spell very tolerably. The children are not separated from adult paupers, even at night. The girls sew and knit.
	Boys - - -	2	2	
	Girls - - -	4	4	
	Infants - - -	-	-	
Aug. 11	South Shields:			The children go out to school: five read the Testament tolerably, but understood imperfectly what they read: arithmetic tolerable: none knew the name of the sea distant about half a mile. The girls sew and knit. No separation from adult paupers, even at night.
	Boys - - -	11	9	
	Girls - - -	8	5	
	Infants - - -	-	-	
Sept. 25	Stockton:			A new workhouse has been built in this Union, but the children went out to school as before at the date of inspection: religious knowledge tolerable: spelling and arithmetic moderate: industrial training defective. A schoolmaster has lately been appointed.
	Boys - - -	13	10	
	Girls - - -	9	9	
	Infants - - -	-	-	
Aug. 12	Sunderland:			The boys' school is tolerable, but the questions put were chiefly answered by a few: arithmetic fair: spelling moderate. The girls have improved materially under their present schoolmistress, especially in religious knowledge; their discipline is fair: industrial training defective.
	Boys - - -	38	37	
	Girls - - -	30	28	
	Infants - - -	-	-	
April 25	Teesdale:			The children go out to school: they did not understand what they read, and were very inanimate. Liverpool and Manchester were said to be "in Rutland:" arithmetic bad: industrial training defective.
	Boys - - -	10	8	
	Girls - - -	9	8	
	Infants - - -	-	-	
April 24	Weardale:			The children go out to school: religious knowledge moderate; the answers to questions were chiefly given by one girl: none had made much progress. Separation from adult paupers imperfect.
	Boys - - -	2	2	
	Girls - - -	8	8	
	Infants - - -	-	-	
	WESTMORELAND.			
June 4, Sept. 19.	East Ward:			The school here is mixed: the children passed a creditable examination, and have improved under their present schoolmistress, who is an intelligent person, and has a very fair method of teaching: there is rather too much simultaneous answering: a pupil-teacher is wanted here. The girls sew.
	Boys - - -	41	41	
	Girls - - -	25	24	
	Infants - - -	-	-	
Aug. 25	Kendal:			The state of the boys' school is not satisfactory: the attainments of some boys were tolerable, but the reading was monotonous, and I observed a listlessness of manner which argues ill for emancipation from pauperism. The boys tease hair: the girls were more animated than the boys, but not advanced. The schoolmistress appeared anxious to improve herself, and painstaking. The girls sew, knit, and cut out work.
	Boys - - -	39	36	
	Girls - - -	26	23	
	Infants - - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
WESTMORELAND—cont.				
May 22 -	West Ward:			
	Boys - -	6	6	There is now a school in this workhouse, and a schoolmistress has been appointed, under whose care I think the children are likely to improve: The knowledge of the children was very moderate, but some improvement was apparent. Separation from adult paupers imperfect: sewing taught.
	Girls - -	3	3	
	Infants - -	-	-	
	YORKSHIRE, N. R.			
	Bainbridge:			
	Boys - -	-	-	This workhouse was not visited. No children were educated by the Guardians at the date of the last inspection: this place is not in union under the Poor Law Board.
	Girls - -	-	-	
	Infants - -	-	-	
April 17 -	Bedale:			
	Boys - -	7	7	The children go out to school: they passed a tolerable examination, and appeared improved since the last inspection; they were deficient in spelling. The girls sew; some wash, as I was informed, with adult female paupers.
	Girls - -	6	6	
	Infants - -	-	-	
Jan. 29 -	Easingwold:			
	Boys - -	16	15	This is a mixed school: the schoolmistress is young and wants method, but did not appear at all deficient in intelligence. State of the school moderate: the girls sew. Ventilation of the school-room imperfect.
	Girls - -	10	10	
	Infants - -	-	-	
Sept. 29 -	Guisborough:			
	Boys - -	3	3	The boys go out to school; the girls, who are very young, do not: the boys did not understand what they read, and were very ignorant.
	Girls - -	2	2	
	Infants - -	-	-	
Feb. 18 -	Helmsley:			
	Boys - -	-	-	There were no children in this workhouse at the date of inspection above the age of two years.
	Girls - -	-	-	
	Infants - -	-	-	
Feb. 18 -	Kirkby Moorside:			
	Boys - -	2	2	The children go out to school: one boy, who had been at school, it was stated, more than four years, read the Testament, but not well, and did not understand it; he said that the word "repenteth" meant "religion:" in arithmetic he failed in simple addition. The girls sew.
	Girls - -	3	3	
	Infants - -	-	-	
April 17 -	Leyburn:			
	Boys - -	4	4	I was informed that the children here had not been to any school of late: one boy read the Testament very tolerably, but did not understand it; he wrote a sentence and numbers from dictation correctly, and worked a sum in compound subtraction.
	Girls - -	2	2	
	Infants - -	-	-	
Feb. 20 -	Malton:			
	Boys - -	28	28	The boys' school-room here has been enlarged, and the boys' and women's yards are now separated. The boys have improved, and passed a very tolerable examination: the girls understood little of what they read, and were in a very low state; they sew, knit, and cut out work.
	Girls - -	30	30	
	Infants - -	8	8	
April 16 -	Northallerton:			
	Boys - -	4	3	The children go out to school; they were in a low state: religious knowledge moderate: general knowledge and arithmetic imperfect: the girls sew. No separation from adult paupers.
	Girls - -	3	3	
	Infants - -	-	-	
Feb. 17 -	Pickering:			
	Boys - -	5	4	School mixed: the children are all instructed in one room by a schoolmaster, who appears painstaking, but wants method: the children have improved to some extent, but read monotonously, and their minds were not developed: sewing taught. Separation from adult paupers incomplete.
	Girls - -	10	9	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, N.R.— <i>cont.</i>				
April 22-	Reeth:			
	Boys - -	1	1	The children go out to school; the eldest was about eight years old: they had been in attendance, it was stated, six weeks: none could read, and their ignorance was extreme, more especially on religious subjects: the girls sew. No separation from adult paupers.
	Girls - -	3	3	
	Infants - -	-	-	
April 21, Sept. 24.	Richmond:			A school has been lately organized in this workhouse: the teachers are married persons who live in the town: the schoolmistress is, in fact, only a sewing-mistress, and the girls have been too much under her charge: state of the children generally moderate; they want animation: reading-books and maps had not been provided at the date of my last visit.
	Boys - -	9	9	
	Girls - -	6	6	
	Infants - -	-	-	
Feb. 21 -	Scarborough:			The children go out to school: some had made tolerable progress, but the majority answered very few questions: two children were much more advanced than any at my last visit: the girls sew, knit, and cut out work. The teachers who instruct these children were both present, and appeared intelligent persons.
	Boys - -	14	10	
	Girls - -	4	3	
	Infants - -	-	-	
Sept. 30 -	Stokesley:			This school is mixed: the schoolmaster wants method: the children answered questions imperfectly, and showed but little intelligence: the boys dig a little: the matron teaches sewing.
	Boys - -	5	5	
	Girls - -	6	4	
	Infants - -	-	-	
Jan. 28, Sept. 23.	Thirsk:			There are two schools here, but the schoolmistress is in fact merely a sewing-mistress, and it would be better that the elder children should all be taught by the schoolmaster, who appears painstaking and intelligent. State of the boys tolerable; of the girls, with one exception, low: the girls sow, knit, and cut out work: the schoolmaster has lately left the workhouse.
	Boys - -	18	14	
	Girls - -	17	12	
	Infants - -	-	1	
Feb. 19 -	Whitby:			The children go out to school: reading moderate; the children answered questions on their lesson imperfectly, but they appeared to have made some progress both in religious and general knowledge; there should be a school in this workhouse; the girls sew and knit. Separation from adult paupers imperfect.
	Boys - -	12	9	
	Girls - -	14	9	
	Infants - -	-	-	
YORKSHIRE, E.R.				
Feb. 7 -	Beverley:			The children go out to school: a slight degree of improvement was apparent, but none had made much progress: the girls sew and cut out work. The boys here are still taken out of the workhouse by the farmers for the summer only; their education is thus interrupted, and their prospect of obtaining permanent situations diminished. The girls sew, knit, and cut out work.
	Boys - -	16	14	
	Girls - -	10	10	
	Infants - -	-	-	
Feb. 5 -	Bridlington:			The children go out to school; they were very ignorant, and did not understand what they read; I hope, however, that something will be done for the improvement of education in this Union; at present the minds of the children are not developed: the girls sew.
	Boys - -	9	9	
	Girls - -	7	7	
	Infants - -	-	-	
Feb. 4 -	Driffield:			The children went out to school at the date of inspection, and were generally very ignorant: a school has since been organized in the workhouse, and a teacher appointed: the girls sew and knit.
	Boys - -	14	14	
	Girls - -	9	9	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, E.R.— <i>cont.</i>				
Feb. 3	Howden:			The attendance here was small, several children had the measles. There is no workhouse school, and I found that all did not go to school out of the workhouse: the children answered questions heedlessly, and were very ignorant: to the question, "What country do you live in?" it was answered "Ireland, Europe, Devonshire;" arithmetic bad: classification imperfect.
	Boys - - -	22	4	
	Girls - - -	13	9	
	Infants - - -	-	-	
Feb. 25 & 26.	Hull:			At the date of inspection the elder children were taught by a schoolmaster, the younger by a schoolmistress; several of the elder children had made very tolerable progress, but the master required assistance, and the younger children in his school knew but little; all those taught by the schoolmistress were in a low state: there is now a new workhouse, and other teachers have been appointed.
	Boys - - -	83	58	
	Girls - - -	69	65	
	Infants - - -	-	15	
Feb. 27	Patrington:			All the children are instructed in one room by a schoolmistress: the children answered questions on the subject matter of their Scriptural lesson imperfectly: state of the school moderate; the teacher wants method: the girls sew, knit, and cut out work: discipline fair.
	Boys - - -	18	16	
	Girls - - -	11	11	
	Infants - - -	-	-	
—	Pocklington	-	-	There is no workhouse for children in this Union.
Feb. 28	Sculcoates:			State of the boys' school fair; improved since the last inspection; method of master fair: the boys are taught baking, tailoring, shoemaking, and joiner's work: the girls were much less advanced than the boys: they have a separate washhouse: discipline fair in both schools.
	Boys - - -	61	59	
	Girls - - -	37	24	
	Infants - - -	13	3	
Feb. 6	Skirlaugh:			A mixed school: the schoolmistress appeared deficient in method, but was not well: the children did not understand what they read, and had made but moderate progress: the boys do a little garden-work; the girls sew.
	Boys - - -	9	9	
	Girls - - -	9	8	
	Infants - - -	-	-	
Jan. 27	York:			State of the boys' school tolerable; spelling improved; arithmetic and general knowledge moderate: my impression was not on the whole very satisfactory. The girls were in a low state. Africa and London were said to be large towns in Yorkshire: the girls sew and cut out work: industrial training of the boys imperfect.
	Boys - - -	39	33	
	Girls - - -	17	15	
	Infants - - -	-	3	
YORKSHIRE, W.R.				
—	Barnsley:			A new workhouse is in building in this Union.
	Boys - - -	-	-	
	Girls - - -	-	-	
	Infants - - -	-	-	
Jan. 21	Barwick:			The children here are instructed for three hours daily by the parish clerk; their attainments were very moderate: they are not separated from adult paupers: the girls sew. This Union is not under the control of the Poor Law Board.
	Boys - - -	8	8	
	Girls - - -	4	4	
	Infants - - -	-	-	
Jan. 22	Bierley, North:			This is an important and populous Union, with a very inadequate workhouse, consequently nearly all the pauper children receive out-door relief: four boys under eight years of age go out to school, one of whom could read and answer some simple questions. No separation from adult paupers even at night.
	Boys - - -	4	4	
	Girls - - -	5	5	
	Infants - - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, W.E.— <i>cont.</i>				
—	Boroughbridge	—	—	No workhouse.
Sept. 5	Bradford:			The new workhouse was not open for the reception of inmates at the date of my visit, but a school has since been organized: the children who went to school from the old workhouse had made but moderate progress, and were generally in a low state; two only could answer questions on the subject matter of their Scriptural lesson.
	Boys	20	16	
	Girls	16	13	
	Infants	—	—	
Jan. 31	Carlton:			Two boys only went out to school at the date of inspection: a boy and a girl could read the Testament, but did not understand it: the children were ignorant. No separation from adult paupers. This Union is not under the Poor Law Board.
	Boys	5	5	
	Girls	2	2	
	Infants	—	—	
Jan. 24	Dewsbury:			This is a mixed school: all the children are instructed by a schoolmistress: they had the usual defect, of not understanding what they read; the schoolmistress wants method: some progress had, however, been made since my last visit, but not to a material extent. Separation from adult paupers incomplete.
	Boys	6	6	
	Girls	15	14	
	Infants	—	—	
Mar. 21	Doncaster:			Both schools in this workhouse were in a fair state at the date of inspection; the boys had improved: geography, English history, and grammar are taught: there has been a change of schoolmasters: the boys are employed in field-work; the girls do housework, sew, and knit.
	Boys	38	37	
	Girls	34	29	
	Infants	4	4	
Mar. 27 & 28.	Ecclesall Bierlow:			The boys' school has not been hitherto satisfactory, but a new master has been lately appointed, and I now fully anticipate decided progress; method of master intelligent: the girls' school continues fair. I find that some girls in washing come in contact with adult female paupers. The boys may probably be employed in fieldwork: the infants go out to school.
Sept. 3.	Boys	36	22	
	Girls	27	15	
	Infants	—	—	
Jan. 30	Goole:			A mixed school, under the charge of a schoolmistress: the children passed a fair religious examination, and appeared improved; the boys were more advanced than the girls: the school-room is badly ventilated: the girls sew and cut out work.
	Boys	24	24	
	Girls	8	8	
	Infants	—	—	
Mar. 3	Halifax:			The change in the boys' school, which was among the worst in my district, has been most striking since the appointment of the present master, trained at Kirkdale; he informed me that the most advanced boy had been taken out a short time before by his father, who had returned from transportation: the boys passed a very creditable examination, both religious and secular, and appeared intelligent and attentive: the girls were much inferior to the boys, but had improved in a slight degree; sewing and cutting out taught.
	Boys	23	22	
	Girls	22	16	
	Infants	—	—	
Feb. 11	Huddersfield:			The children here go out to school; they had made but moderate progress; they answered some simple questions passably: separation from adult paupers imperfect: the girls sew and knit.
	Boys	20	18	
	Girls	4	3	
	Infants	—	—	
Feb. 12	Almondbury:			This is a district workhouse in Huddersfield Union: the children go out to school: one boy, nearly 16, who had been in the House of Correction for theft, did not go to school, and could not read: the children who read the Testament did not understand it, and were otherwise very ignorant: classification imperfect.
	Boys	4	4	
	Girls	4	4	
	Infants	—	—	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, W.R.— <i>cont.</i>				
Feb. 13 -	Kirkheaton:			
	Boys -	4	4	Another district workhouse in Huddersfield Union: the children go out to school: they were in a state of deplorable ignorance in every respect; none could work as um in simple addition; classification imperfect.
	Girls -	1	1	
	Infants -	-	-	
Feb. 14 -	Houley:			
	Boys -	5	5	Another district workhouse in Huddersfield Union: the children go out to school: two boys, brothers, answered some questions; the others were very ignorant and heedless: the workhouse does not admit of proper classification.
	Girls -	2	2	
	Infants -	-	-	
Feb. 14 -	Golcar:			
	Boys -	1	1	Golcar also is a district workhouse in Huddersfield Union, which does not admit of proper classification: one boy only was present; he went out to school, but he had been in Halifax workhouse, and the effect of a good method of teaching was quite evident; he had not learnt much, but answered several simple questions.
	Girls -	-	-	
	Infants -	-	-	
Mar. 10 -	Harrogate:			
	Boys -	9	9	The children go out to school: one girl only could read the Testament, and she was very ignorant and thoughtless: to the question, "Which are you, quick or dead?" she answered, "Dead." I was informed that the children were irregular in their attendance: classification imperfect. This Union is not under the Poor Law Board.
	Girls -	7	7	
	Infants -	-	-	
—	Hemsworth -	-	-	No workhouse.
Mar. 17 -	Keighley:			
	Boys -	10	4	The younger children were instructed in the workhouse by an aged pauper; none could read, and their ignorance could scarcely be exceeded: some elder children go out to school, but were not present: classification imperfect.
	Girls -	2	2	
	Infants -	-	-	
Feb. 10 -	Bingley:			
	Boys -	4	4	A district workhouse in Keighley Union: a boy who went out of work could not read, or repeat the Lord's Prayer, and said that he never prayed: two boys read the Testament, but did not understand it: all were excessively ignorant: classification imperfect.
	Girls -	2	2	
	Infants -	-	-	
Mar. 11 -	Knaresborough:			
	Boys -	7	7	The children go out to school: four read the Testament imperfectly, but did not understand it, and were extremely ignorant: arithmetic a failure: the girls sew and knit. No separation from adult paupers. This Union is not under the Poor Law Board.
	Girls -	10	10	
	Infants -	-	-	
	Leeds:			
March 19,	Boys -	80	76	I visited the Leeds Industrial School twice: I found the infants very orderly; they answered many religious and general questions fairly, and appeared attentive and intelligent: method of their teacher good. Long continued disputes between the officers, and other circumstances, have tended seriously to demoralize the elder children. Two chaplains and several teachers in succession have resigned their offices: one schoolmaster was dismissed for misconduct of the grossest kind: the boys had fallen off materially, and the state of the girls was not satisfactory: at a later visit in 1852 I found the boys improved: industrial training of the boys, shoemaking, tailoring, fieldwork occasionally: of the girls, sewing, knitting, and housework. The boys here were originally under the charge of an excellent master.
20,	Girls -	75	66	
Oct. 2, 3,	Infants -	56	53	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, W.R.— <i>cont.</i>				
March 13	Ouseburn, Great:			
	Boys - -	6	6	The children are all instructed in one room by a pauper schoolmaster, who was ill at the date of inspection: reading very monotonous: lesson not understood: no girl could write: one boy only was correct in simple addition: no separation from adult paupers: the girls sew, bake, and do house work. Union not under the Poor Law Board.
	Girls - -	5	5	
	Infants - -	-	-	
March 12	Pateley Bridge:			
	Boys - -	4	3	The children go out to school; they could not repeat a single commandment, and were excessively ignorant: the number of days in a year was said to be "151:" the girls sew and knit. No separation from adult paupers.
	Girls - -	4	3	
	Infants - -	-	-	
	Penistone:	-	-	No workhouse.
Jan. 16 -	Pontefract:			
	Boys - -	9	9	The children go out to school; they have improved: nine read the Testament tolerably; passed a fair religious examination, and answered questions with some intelligence: penmanship fair: arithmetic tolerable: geography and grammar taught: the girls sew and knit. No separation from adult paupers.
	Girls - -	3	3	
	Infants - -	-	-	
Jan. 20 -	Preston, Great:			
	Boys - -	4	4	The children are instructed by the master of the workhouse; they read monotonously, and were very ignorant, but they were young: arithmetic not taught: the teacher wants method; it is questionable whether he has time to attend sufficiently to the children: classification imperfect: Union not under the Poor Law Board; the girls sew.
	Girls - -	11	9	
	Infants - -	-	-	
March 14	Ripon:			
	Boys - -	8	8	The children go out to school; they read very tolerably, and passed a tolerable religious examination: general knowledge moderate: the girls sew and knit. This Union is not under the control of the Poor Law Board.
	Girls - -	2	2	
	Infants - -	-	-	
April 2 -	Rotherham:			
	Boys - -	15	15	The boys here passed a very good religious examination; their general knowledge and arithmetic were also creditable, and they showed considerable intelligence: the schoolmaster was trained at Kirkdale: the girls were less advanced than the boys, but they passed a tolerable examination, and are likely to improve under their present schoolmistress: sewing taught.
	Girls - -	12	12	
	Infants - -	2	2	
Feb. 24 Sept. 22	Saddleworth:			
	Boys - -	11	11	The children here are all taught together in one room by a young girl, the governor's daughter; they had not made much progress, but their reading was distinct: separation from adult paupers imperfect: the boys dig occasionally; about 50 acres of land are attached to this workhouse, and cultivated by adult paupers: nine cows are kept.
	Girls - -	5	5	
	Infants - -	-	-	
June 3 -	Sedbergh:			
	Boys - -	2	2	One boy had gone out to school from this workhouse for about five years, but his knowledge, whether religious or general, was moderate; he failed to write either numbers or a sentence from dictation correctly. No separation from adult paupers.
	Girls - -	-	-	
	Infants - -	-	-	
July 11 -	Settle:			
	Boys - -	18	18	This has been of late one of the best Union schools in Yorkshire: all the children are instructed in one room by a schoolmaster, whose method is good, and who is, I think, a very deserving man: he has since resigned his office: religious knowledge of
	Girls - -	8	8	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
YORKSHIRE, W.R.— <i>cont.</i>				
July 11 -	Settle— <i>cont.</i>			the children good: geography and grammar very fair; English history very tolerable; penmanship and arithmetic also good: a girl here worked a sum in fractions, with greater readiness than any boy, which is unusual: no industrial training: classification imperfect.
Jan. 23 -	Selby:			
	Boys - -	13	13	All the children are instructed in one room by a schoolmistress: the children knew very little of the Old Testament, but otherwise passed a tolerable religious examination: arithmetic and spelling tolerable: there are maps, but the children had not learned geography: the boys work in the garden, and the girls in the house, together with adult paupers.
	Girls - -	9	9	
	Infants - -	-	-	
Sept. 1, 2	Sheffield:			
	Boys - -	42	38	The situation of the Sheffield workhouse is very bad, and precludes the possibility of efficient industrial training: the number of children had diminished considerably on account of the prosperous state of trade. The state of the boys' school is fair and creditable to the schoolmaster: reading distinct; penmanship good: the girls passed an unsatisfactory examination, as usual; they knew but little, and had not acquired a habit of attention; two only were correct in simple addition: the schoolmistress had been appointed four months before my visit: sewing and knitting taught.
	Girls - -	31	30	
	Infants - -	2	1	
March 18	Skipton:			
	Boys - -	6	6	In this workhouse there are very few children, but at the last return which I have seen there was an enormous out-door list: some go out to school, and others are instructed in the workhouse by an elderly pauper: all were very ignorant: none knew the name of their own county; none could work an easy sum in simple addition.
	Girls - -	4	4	
	Infants - -	-	-	
	Tadcaster - -	-	-	No workhouse for children.
April 1 -	Thorne:			
	Boys - -	14	13	School mixed; the teacher is a schoolmistress: the children were languid and inanimate: ten read the Testament tolerably, but appeared unaccustomed to think; their religious knowledge was moderate, and they had made in other respects but little progress: the schoolmistress had only been in the workhouse three days: classification imperfect.
	Girls - -	13	13	
	Infants - -	-	-	
Jan. 17 -	Wakefield:			
	Boys - -	22	19	The children go out to school at present, but a new workhouse is in building: they passed a very tolerable examination, and appeared improved: geography, grammar, and history taught: fifteen read the Testament, and answered religious questions very tolerably: classification imperfect.
	Girls - -	19	17	
	Infants - -	-	-	
Sept. 4 -	Wortley:			
	Boys - -	7	-	This is a new workhouse, and has been inhabited but a short time: all the children were ill in bed: no school had been organized at the date of inspection. A schoolmistress has lately been appointed.
	Girls - -	6	-	
	Infants - -	-	-	
LANCASHIRE.				
July 24, Nov. 18.	Ashton-under-Lyne:			
	Boys - -	41	41	The new workhouse had been inhabited a few weeks at the date of my last visit: the children are all instructed in one room by a schoolmistress: state of the school tolerable, but the proportion of children able to read was small, 18 out of 63: geography not taught: religious knowledge tolerable; secular, moderate: the girls sew and clean. It is intended, I believe, that the boys should be employed in fieldwork.
	Girls - -	22	22	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
May 26 -	LANCASHIRE— <i>cont.</i> Barton-upon-Irwell: Boys - - - Girls - - - Infants - - -	2 2 -	2 2 -	No workhouse school: a girl had been at school, and could read the Testament, but did not understand it: the boys were infants: 33 children from this Union were stated to be at Swinton: a new workhouse is in progress: classification at present defective.
June 16 -	Blackburn: Boys - - - Girls - - - Infants - - -	40 28 -	34 17 1	There are two schools here: I cannot speak very favourably of either, but the boys are more advanced than the girls: none could write numbers from dictation correctly; one girl only was correct in a sentence: religious knowledge of the boys tolerable, of the girls moderate: arithmetic moderate in both schools: geography a failure: classification imperfect.
May 14 -	Bolton: Boys - - - Girls - - - Infants - - -	45 26 -	42 11 -	The children go out to school: nine boys only read the Testament tolerably; one answered questions moderately, the majority none: arithmetic very moderate: spelling bad. The state of education here is very unsatisfactory: it is proposed to send some children to Swinton, but there certainly ought to be a school in Bolton Union: industrial training defective.
May 16 -	Turton: Boys - - - Girls - - - Infants - - -	14 9 -	11 9 -	A district workhouse in Bolton Union: the children go out to school; they appeared lifeless and ignorant, and answered questions in a very heedless manner: thus, I asked, "Who ordered our Saviour to be crucified?" the most advanced boy answered, "Paul and the Jews:" the tallest girl had been dismissed from the school for "bad habits": spelling bad: arithmetic moderate: classification imperfect.
June 18 -	Burnley: Boys - - - Girls - - - Infants - - -	9 8 -	9 8 -	The school here is mixed: all the children are instructed by a schoolmaster, inefficient as a teacher, and who is also a porter: discipline imperfect: the children passed a very unsatisfactory examination: religious and general knowledge very moderate: spelling bad. The children here, it is but just to the teacher to remark, are usually sent out to situations prematurely.
July 22 -	Bury: Boys - - - Girls - - - Infants - - -	37 35 -	9 17 43	Here the schoolmaster, who is also governor of the Pilkington workhouse, appropriated to the children, instructed the elder boys and girls at the date of inspection, and the schoolmistress the infants. The senior school is in a low state in every respect, but I was informed it was the practice here to send the children to situations prematurely: the infants' school is very tolerable; the mistress gave a very fair gallery lesson, and teaches to read by the phonic method: the girls wash, clean, and cook, as well as sew and knit. There is now (1852) no school at Pilkington; the children have been sent to Swinton.
May 13, Dec. 1.	Caton: Boys - - - Girls - - - Infants - - -	6 5 -	5 4 -	The children here are instructed by an elderly female pauper, the mother of a bastard child, and quite incompetent to teach: one girl only could read; she had gone through the Testament to the Epistle to the Romans, but did not at all understand what she read: the children were excessively ignorant; none could add 4 + 5: no classification.
June 5 -	Chorley: Boys - - - Girls - - - Infants - - -	14 6 -	14 4 -	All the children are instructed in one room by a pauper, an elderly man, incompetent to teach: the children failed to answer the simplest questions relating to their lesson, and their ignorance could scarcely be exceeded: I found them reading 1 Cor. xv.: classification defective.

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
June 6 -	LANCASHIRE— <i>cont.</i> Brindle:			
	Boys - - -	4	4	This is a district workhouse in Chorley Union: the children go out to school; they did not understand what they read, and were extremely ignorant: none could write numbers or a sentence from dictation correctly, either here or at Chorley; the children are under the charge of paupers when not at school.
	Girls - - -	3	3	
	Infants - -	-	-	
June 19 -	Chorlton:			Both schools were in a tolerable state here, but I found the boys generally more advanced than the girls: the teachers are married persons; they had been appointed but a short time at the date of my visit. The increase in population has been very great in this Union, and a new workhouse is in progress: industrial training defective.
	Boys - - -	30	29	
	Girls - - -	33	33	
	Infants - -	5	5	
June 17 -	Clitheroe, Aighton:			The children go out to school; they did not read well, and did not understand what they read: general progress moderate: some boys dig occasionally: the girls sew and knit: classification imperfect.
	Boys - - -	10	9	
	Girls - - -	3	2	
	Infants - -	-	-	
June 17 -	Holden:			This is a district workhouse in Clitheroe Union, where the children go out to school: religious and general knowledge moderate: some improvement was apparent here, but not of a material character. No separation from adult paupers.
	Boys - - -	7	7	
	Girls - - -	1	1	
	Infants - -	-	-	
May 21 -	The Fylde, Kirkham:			The children go out to school; they appeared unaccustomed to be asked questions, and their attainments were very moderate: reading not good: arithmetic not beyond simple addition: one girl only could write her name: the girls sew and knit. A school might easily be organized in this workhouse.
	Boys - - -	9	8	
	Girls - - -	10	10	
	Infants - -	-	-	
—	Garstang - - -	-	-	There is no workhouse for children in this Union; it is intended, as I understand, that some children who receive relief should be sent to Lancaster workhouse to be educated.
July 18 -	Haslingden:			The children go out to school: one boy could read the Testament, but did not understand it: the children, it was stated, had been but a few weeks at school; their ignorance could scarcely be exceeded: none knew whose Son our Saviour was, nor why He came into the world: none could name their own country or add 5 + 6. The workhouse does not admit of proper classification.
	Boys - - -	6	4	
	Girls - - -	-	-	
	Infants - -	-	-	
May 12 -	Lancaster:			The boys here showed a want of intelligence and animation, and appeared unaccustomed to think: some progress has been made, but not to a material extent: reading tolerable: spelling bad: attainments generally moderate: the master has resigned his office: the girls were mostly young, and had made but little progress. The Guardians propose to have but one school for all the children. The children had improved in 1852.
	Boys - - -	17	17	
	Girls - - -	6	6	
	Infants - -	6	6	
Oct. 7 -	Leigh:			The workhouse is quite new: the children are all taught by a schoolmaster, who is young, and has not been sufficiently attentive to his duties; he promised that there should be no ground of complaint in future: one boy only could read: religious and general knowledge of the children very moderate. It is proposed that a female pauper should teach sewing.
	Boys - - -	15	15	
	Girls - - -	12	7	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
Aug. 18 & 19.	LANCASHIRE— <i>cont.</i> Liverpool:			
Oct. 28.	Boys - -	144	125	There are three schools in this workhouse, all very fairly conducted: several boys had made considerable progress, but owing to the frequent changes here more than half of those present were unable to read: one boy has been appointed a pupil teacher; more are required, but the Guardians are opposed to their appointment: geography, grammar, and history are taught: the girls are less advanced than the boys, but the schoolmistress is very painstaking and conscientious: the infants were orderly, and are led to reflect and observe: classification defective.
Nov. 12 & 13.	Girls - -	97	74	
	Infants - -	120	63	
Oct. 13, 14, 15, 16, 17, 29, & 30.	Liverpool, Kirkdale: Boys - - Girls - - Infants - -	605 415 -	581 399 -	The boys' school continues excellent, and has improved since the last inspection; more than five sixths of all the boys present were able to read, a larger proportion than at any former visit. The number of boys learning history, grammar, geography, in the higher rules of arithmetic, and able to write correctly from dictation, steadily increases. There is a due subordination of attainments throughout the school, and no deficiency is apparent in any class. The boys who formerly constituted the infants' school, and who are still instructed separately, have made more decided progress than any others, simply because they were in a very low state when placed under the charge of the head-master. The minute knowledge many of them displayed of the portion of history which they had lately read was very remarkable; they were also unusually intelligent. The religious instruction here is extremely good. I think it may be said that the boys generally have a solid and truly useful English education. They calculate with great rapidity; and perception, memory, and reflection are all habitually exercised. The more advanced boys were familiar with the general features, river systems, and chief productions of South America, and could assign reasons for the difference of its climate from that of Africa in the same parallel. The girls have improved, but were not equal to the boys. There is a good band, and some boys have joined the bands of regiments. There is not sufficient fieldwork, and cows are not kept; the industrial training is otherwise fair. The children appear animated, cheerful, and generally healthy. The Guardians have assented to the appointment of two additional pupil-teachers.
May 15.	Manchester:			
June 19.	Boys - -	89	71	
July 21.	Girls - -	92	88	There are two schools here. The teachers in both were originally paupers: they are, as I believe, painstaking and well-conducted, but it is much to be regretted that children should be detained here, as they often are, for months, while Swinton, about five miles distant, is little more than half filled. I found the boys' school tolerable: the girls were in a low state; some improvement however was apparent. The boys learn clogging, shoemaking, and tailoring. Alterations have been made for the purpose of separating them from adult paupers, and of enlarging their school-room.
Nov. 17.	Infants - -	10	10	
Nov. 3, 4, 5, 6, & 7.	Manchester, Swinton: Boys - - Girls - - Infants - -	254 172 185	236 152 151	There were at the date of inspection but two schools here, the infants being instructed in one room, and all the boys and girls in another: the infants answered questions fairly and intelligently, and were very orderly, but their religious knowledge was not equal to their other attainments: the master gave a good gallery lesson: the girls

Date.	Name of School.	In Attendance.		Present.	GENERAL OBSERVATIONS.
Nov. 3, 4, 5, 6, 7.	LANCASHIRE—cont. Manchester, Swil- ton—cont.				are under the charge of a schoolmaster and schoolmistress; they have manifestly improved, and passed generally a creditable examination: their mental arithmetic was better than that of any girls in my district: the girls are trained to be servants, and do the indoor work of the establishment: the boys passed a very fair religious examination, and have improved generally; several showed a creditable acquaintance with the geography of India: reading fair: penmanship good: there is less animation than at Kirkdale: about 100 boys are employed in fieldwork: it is intended that cows should be kept. Children are sent here from the Unions of Barton-upon-Irwell, Prestwich, Rochdale, and Bury.
April 15, Oct. 20 & 21.	Oldham: Boys - - Girls - - Infants - -	- - -	43 25 4	42 25 4	There are two schools here: the children were disorderly, and in a bad state of discipline in both, more especially the boys: both teachers want method: the boys showed but little intelligence, and their religious and general knowledge was moderate: the girls did not understand what they read, and were in a very low state: children leave this workhouse at too early an age: the boys do not dig: the land attached to the workhouse is let: the girls sew.
May 19, Oct. 31.	Ormskirk: Boys - - Girls - - Infants - -	- - -	19 17 -	17 17 -	A mixed school; all the children are taught by a schoolmistress; they want intelligence and animation, and were extremely ignorant: there were maps in the school-room, but the children did not appear to have given them the least attention: the boys waste their time in knitting, and there is no school on Saturdays: separation from adult paupers imperfect: the teacher wants method.
July 25 -	Prescot: Boys - - Girls - - Infants - -	- - -	16 22 -	15 22 -	The children are all taught together by a schoolmistress; they have improved under their present teacher: religious knowledge very tolerable: some children answered geographical questions very fairly: the girls sew. A window from the fever-ward opens into a passage close to the apartments of the teacher and children, who have suffered from typhus.
June 30, Sept. 15.	Preston Walton: Boys - - Girls - - Infants - -	- - -	71 - -	68 - -	This workhouse is now assigned to the boys, who have been removed hither from Preston, but several adult paupers of both sexes act as servants: the boys were generally very ignorant; I was told that cotton was manufactured into "iron, steel, lead:" religious knowledge also very moderate: the school-room is not large enough, 24 ft. x 18 ft. x 8 ft. 8 in., but may be lengthened: a schoolmaster has been appointed since the date of my visit: industrial training defective.
June 23 -	Preston, Penwor- tham: Boys - - Girls - - Infants - -	- - -	34 - -	34 - -	This workhouse is appropriated to the girls in Preston Union; they are instructed by a schoolmistress: they did not understand what they read, and had made very little progress: two only could work sums in the simple rules: discipline moderate: the teacher had not been appointed long: classification imperfect.
Mar. 5 -	Rochdale, Calf- Hey. Boys - - Girls - - Infants - -	- - -	3 1 -	3 1 -	These children go out to school: none could read or answer the simplest questions, although one boy had been at school, it was stated, at least two years. No separation from adult paupers.

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
Mar. 4 -	LANCASHIRE— <i>cont.</i> Rochdale, Hollingworth.			
	Boys - - -	1	1	A workhouse in Rochdale Union. The children go out to school: three could read moderately, but they were extremely ignorant: to the question, "What is stealing?" it was answered, "Swearing by it, or using it in common talk," the workhouse does not admit of proper classification: the girls sew and knit.
	Girls - - -	3	3	
	Infants - - -	-	-	
Mar. 7 -	Rochdale, Madland.			
	Boys - - -	-	-	Another Rochdale workhouse: one girl here, about 14, did not go to school; could not read accurately or write, or add 5+6; classification defective.
	Girls - - -	1	1	
	Infants - - -	-	-	
Mar. 5 -	Rochdale, Spotland.			
	Boys - - -	14	9	Another Rochdale workhouse: some children go out to school: the children were very ignorant, and did not understand what they read: one boy was correct in simple addition: classification defective.
	Girls - - -	12	9	
	Infants - - -	-	-	
Mar. 7 -	Rochdale, Wardleworth.			
	Boys - - -	4	4	A fifth Rochdale workhouse: three children go out to school: one girl could read, but understood imperfectly what she read: the other children were very ignorant: the most advanced child was not quite correct in simple subtraction: classification defective. Some children from Rochdale have been sent to Swinton.
	Girls - - -	1	1	
	Infants - - -	-	-	
Mar. 6 -	Prestwich:			
	Boys - - -	5	5	The children here did not go to school at the date of inspection: 18 children, it was stated, were at Swinton. It was proposed that children not likely to be permanent inmates, should be instructed by a pauper boy: two children present read the Testament, but did not understand it: all were very ignorant: stealing was explained to mean, "doing bad words:" classification defective.
	Girls - - -	5	5	
	Infants - - -	-	-	
July 23 -	Salford, Pendleton.			
	Boys - - -	55	55	Pendleton workhouse is appropriated to the Salford children, but the Guardians propose to build a new workhouse: the children are instructed by a schoolmaster and a schoolmistress, father and daughter, in two rooms: I cannot speak favourably of either school: the religious knowledge of the girls was somewhat better than that of the boys, but one girl only was correct in a sum in the simple rules: sewing and knitting taught.
	Girls - - -	45	45	
	Infants - - -	-	-	
—	Todmorden - - -	-	-	No workhouse.
June 27 -	Ulverstone:			
	Boys - - -	-	-	The schools in Ulverstone workhouse are both fair, and above the average, although the boys have fallen off somewhat, in consequence, I think, of two changes of masters since my last visit: the girls sew, knit, and clean, but not apart from the adult females: it is intended that the boys should dig.
	Girls - - -	27	26	
	Infants - - -	30	29	
June 10, Oct. 9.	Warrington:			
	Boys - - -	-	-	This is a new and spacious workhouse. It is intended that there should be two schools, but they had not been organized at the date of my last visit: all the children were then instructed in one room by temporary teachers, and their attainments were but moderate: discipline tolerable: industrial training defective.
	Girls - - -	31	20	
	Infants - - -	17	11	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
Aug. 21 & 22.	LANCASHIRE—cont. West Derby:			
	Boys - -	91	85	There are three schools in this important and populous Union. The Guardians appear very desirous to promote education, and good school-rooms have been provided: the boys passed a creditable examination, both on religious and secular subjects, but it is remarkable that all the boys who have been hitherto appointed pupil-teachers here should have absconded. There has been a change of mistresses, and the girls were in a low state; their religious knowledge was very moderate, and their answers heedless: two girls who have been appointed pupil-teachers did not conduct classes intelligently, mainly, I think, from want of proper training: the infants have made but little progress. From the position of the schools behind the workhouse, the children must, I fear, come in contact with adult paupers. Industrial training defective: both girls and infants had improved in 1852.
Nov. 13 & 14.	Girls - -	93	79	
	Infants - -	68	43	
June 12 & 13.	Wigan:			
	Boys - -	44	40	The children were all instructed in one room by a schoolmistress: the boys were superior to the girls, several of whom had been kept from school to nurse infants, but the children had improved generally: several passed a fair religious examination. The want of classification in this workhouse has led to shocking consequences. The girls sew and clean their rooms.
	Girls - -	30	28	
	Infants - -	-	-	
June 9 -	Hindley, Wigan:			
	Boys - -	17	14	This is a district workhouse in Wigan Union: school mixed: teacher a schoolmistress: the children passed but a moderate examination: discipline imperfect: industrial training defective. The Wigan children have lately been removed to this workhouse.
	Girls - -	16	15	
	Infants - -	-	-	
Oct. 22 -	CHESHIRE. Altrincham:			
	Boys - -	18	18	There are two schools in the workhouse: the boys passed a fair examination, and were decidedly superior to the girls, whose attainments were but moderate: the schoolmistress was however out of health: I recommended that the master should teach the elder girls: the boys work in the garden.
	Girls - -	14	11	
	Infants - -	6	5	
	Great Boughton -	-	-	No workhouse.
April 14, Aug. 20.	Chester:			
	Boys - -	17	16	The children are all instructed in one room by a schoolmistress, but a male pauper also gives some instruction to the elder boys: discipline tolerable: the children answered questions but moderately, and were often very heedless: they appeared dull and in a low state: the schoolmistress conducted a class intelligently: classification imperfect: the girls sew, wash, and clean.
	Girls - -	15	15	
	Infants - -	-	-	
Oct. 23 -	Congleton:			
	Boys - -	34	33	There are two schools here: discipline fair: the boys were more advanced than the girls; some of the elder children had made moderate progress, but I think that the boys have fallen off: none wrote numbers from dictation. The master superintends the fieldwork of the elder boys, but had not made proper arrangements for the instruction of the younger during his absence.
	Girls - -	24	23	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
July 16 -	CHESHIRE— <i>cont.</i> Macclesfield:			
	Boys - -	37	35	There are two schools here: the boys passed a creditable examination, and appeared to have been fairly instructed, both in religion and in other subjects: the girls were less advanced; their arithmetic was moderate: some children learn music from notes: the girls sew, knit, and wash: the boys work in the garden, and I saw some very fine wheat which they had dibbled: discipline fair.
	Girls - -	22	22	
	Infants - -	4	2	
July 1 -	Nantwich:			
	Boys - -	29	26	At the date of inspection all the children were instructed in one room by a schoolmistress. The Guardians have since determined to appoint a schoolmaster, but have had great difficulty in obtaining a suitable person. The children appeared dull, and passed but a moderate examination: none wrote numbers correctly from dictation: classification incomplete: the girls sew and clean. It is intended that the boys shall be employed in fieldwork.
	Girls - -	17	14	
	Infants - -	-	-	
June 11, 12, Oct. 8.	Northwich:			
	Boys - -	34	34	A mixed school: the children are instructed by a schoolmaster and schoolmistress in one room: at my first visit they were disorderly, and had evidently fallen off; subsequently, after the appointment of another master, I found the discipline improved, but the attainments of the children continued moderate, and their minds were imperfectly developed: the girls sew: industrial training defective: classification incomplete.
	Girls - -	20	20	
	Infants - -	-	-	
	Runcorn - -	-	-	No workhouse.
July 17, Oct. 24.	Stockport:			
	Boys - -	52	48	The teachers here, married persons, were absent at the date of my first visit, and I had thus an unexceptionable opportunity of ascertaining that the discipline of the children was good: I believe that great attention is paid to the religious instruction of these children, and that the teachers are truly conscientious: the religious knowledge of the boys was very fair; their other attainments tolerable; the girls were less advanced than the boys, but they were mostly young: the girls have a separate wash-house. The boys have now a band, which is a great source of interest: there is no fieldwork.
	Girls - -	29	29	
	Infants - -	10	10	
May 20 -	Wirral:			
	Boys - -	33	30	There are two schools here. The schoolmaster has now obtained a certificate of efficiency, 3d class, but he had not been long appointed at the date of my visit: the boys passed a fair examination, but were deficient in spelling; the girls were much below them: they appear to leave the workhouse too early: these children have, however, generally improved: discipline fair: the girls sew and knit: the boys dig: they had advanced materially at a subsequent visit in 1852.
	Girls - -	20	19	
	Infants - -	6	6	
July 15 -	DERBYSHIRE. Ashbourne:			
	Boys - -	17	17	The teacher here is a schoolmistress, but she is assisted by the porter in the instruction of the elder boys: the children passed a fair religious and general examination: discipline fair: the boys work in the garden under the charge of the porter.
	Girls - -	23	22	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
July 9 -	DERBYSHIRE— <i>cont.</i> Bakewell:			
	Boys - -	24	24	There are two schools in the workhouse: the boys passed a tolerable examination, but were deficient in spelling: the girls did not at all understand what they read, and were very ignorant: the schoolmistress wants method: discipline tolerable: the girls sew, knit, and clean: the boys work in the garden.
	Girls - -	13	10	
	Infants - -	-	-	
May 27, 28	Belper:			
	Boys - -	56	54	The number of children here has diminished materially, as employment is now more readily obtained: the boys' school continues good, but they appeared younger than I have usually found the children here, and not quite so far advanced; religious knowledge and reading very fair: spelling very good. The boys are regularly employed in fieldwork, under the superintendence of the master, and their labour is found to be decidedly profitable: discipline good in both schools: the girls are not equal to the boys, and deficient in animation: their attainments were moderate: they clean, sew, and knit.
	Girls - -	26	26	
	Infants - -	4	4	
May 29 -	Chapel-en-le-Frith:			
	Boys - -	4	4	Here the children go out to school. All were very young; one only, not nine years old, could read, but he did not understand well what he read. The others were much less advanced. No arithmetic; classification imperfect.
	Girls - -	2	2	
	Infants - -	-	-	
July 10 -	Chesterfield:			
	Boys - -	16	16	There are two schools here. Frequent changes of masters have been injurious to the boys. They passed a fair religious examination, although they had been for some time without a teacher. Their general attainments were tolerable. The master, who had only been appointed a few days, has since been succeeded by another teacher. The girls were much inferior to the boys. The boys dig occasionally. The girls sew, knit, and clean. They also wash, under the charge of a female pauper.
	Girls - -	11	11	
	Infants - -	4	4	
April 4 -	Derby:			
	Boys - -	37	36	The state of the schools in this workhouse is tolerable, but the girls were not equal to the boys; they were, however, mostly young. They appeared too much in the habit of simultaneous answering. The master was not sufficiently searching in his questions. The boys dig occasionally. The girls sew and knit, and wash in a separate washhouse.
	Girls - -	17	17	
	Infants - -	3	3	
May 30 -	Glossop:			
	Boys - -	6	4	The children go out to school. Their knowledge, whether religious or secular, was very moderate. Temptation was said to mean "swearing." None could write numbers, or a sentence, from dictation. Cows are kept here, but the boys do no field-work. The girls sew. Classification imperfect. There has been a considerable increase of population in this Union.
	Girls - -	8	6	
	Infants - -	-	-	
	Hayfield - -	-	-	As I was informed that there were no children in Hayfield Workhouse, I did not visit it.
April 3 -	Shardlow:			
	Boys - -	33	30	The discipline was fair in both schools here. The boys passed, generally, a creditable examination, and the master has a fair method of teaching. The religious and general knowledge of the girls was moderate. The boys dig, under the superintendence of a pauper regularly employed in the garden. The girls sew, knit, cut out and make their own clothes.
	Girls - -	21	20	
	Infants - -	4	2	

General Report, for the Year 1850, by Her Majesty's Inspector of Schools, JELINGER C. SYMONS, Esq., B.A., Barrister-at-Law, on the Parochial Union Schools inspected by him in the Counties of Salop, Worcester, Gloucester, Hereford, and Monmouth; and throughout the Principality of Wales.

MY LORDS, London, February 1851.

I HAVE the honor to lay before you my third Annual Report on the Parochial Union schools in my district.

The views which I have already stated to your Lordships with respect to the evils attending the education of children in workhouses have been confirmed by subsequent experience and observation.

I have felt that the existence of these grave and irremediable defects increased the necessity of exerting every means of alleviating them of which the present system is capable. I have therefore striven to the utmost to improve the existing schools. I have endeavoured to do this, first by examinations, designed to instruct the teachers in their art, as well as to unfold deficiencies in the children; and I have laid especial stress on the necessity of giving information on useful subjects, and of imparting such *every-day practical* knowledge as may best supply and suit their future wants and position in life. I have in many cases been enabled to replace old modes of teaching by newer systems and easier methods; and I have also suggested extensive improvements in the apparatus and fittings of school-rooms. I have sought to remove idleness and counteract the enervating effects of workhouse associations by recommending systematic industrial employment.

The Boards of Guardians have, with few exceptions, seconded my wishes and adopted my recommendations, and the general improvement in the schools of which I felt constrained to speak in my last Report in very qualified terms has been, during last year, of a more marked character. Several teachers have made some progress in self-instruction, and I can speak in high terms of the excellent spirit in which they have generally applied themselves to the improvement of their schools; owing first and foremost to an earnest sense of the high Christian duty and obligation the behests of their office impose on them, and secondly to the judicious system adopted by your Lordships of apportioning their salaries to the efficiency of their services.

The masters in many of the workhouses have also taken much

interest in the schools, and especially in the industrial training of the boys, of which, according to the Poor Law Orders, the superintendence devolves on them. I need not say how much they have it in their power to further this indispensable means of rearing and fitting the children for a life of independent labour.

I may be permitted here to remark that I have, during the three years I have held my office, observed not merely amongst the most intelligent and educated of the Guardians, but generally among the clergy and gentry in most parts of my District, a growing conviction of the pressing importance of the education of this class of children, whose destitution, and in too many cases whose parentage and previous training, give them a predominant claim on the care and tendance of the State.

The fatally erring policy which would engraft these children on the parent stock and leave them as heirlooms to the rates, to swell the horde of pauperism rather than uplift them from it, seems to me to be losing its hold even on the prejudices of the ignorant whilst it receives daily less toleration from those who are alive to the true interests of society. The more debased and helpless any portion of the population becomes, the more predominant over that of others is its claim on the offices of philanthropy. A class thus banished from the sympathies of ordinary benevolence, on that very account demands extraordinary care, and a treatment expressly adapted to the peculiar necessities of its conditions. It is difficult to value too highly the importance of education for the children of the working classes, except when we forget the still higher importance of applying it to paupers and criminals. The relative social value of educational efforts should, I conceive, be estimated in inverse ratio to the rank and condition of the class to be educated, and the opportunity and facilities of instruction within their reach. Such views at any rate I rejoice to state are, within the sphere of my own observation, gaining prevalence.

I cannot but deem this as a feature in the mind of the times, calculated to throw a ray of light on much that is overcast with gloom; and as notably favourable to the work which your Lordships are aiding in the education of pauper children. It is also effectively useful in removing that prejudicial stigma attaching to the office of instructing which has so largely deterred well qualified persons from becoming their teachers. Let this baneful and groundless prejudice be removed by the interest and solicitude in the work evinced by the higher orders of society—let it be felt and understood that services requiring moral qualities and professional art of the highest order are applied to an object proportionably esteemed,—let the office of

pauper school-teacher be one of acknowledged honour, as it is of pre-eminent utility,—and there will be no further lack of able persons willing to teach and train the poorest of the poor, and to devote their mind and energies to this high effort of Christian benevolence.

To the furtherance of this object it is, I think, vital that every means should be taken to avoid unnecessary distinctions between pauper and other children. It cannot be too strongly impressed on the public mind that they are not necessitous of choice, and that their dependence is not of their own creation, or in anywise a fault deserving punishment or reproach. On the contrary, I beg respectfully to invite your Lordships attention to the fact that I have not yet met with a single instance in which a child having had an opportunity of working even at the hard labour of digging, has shown an unwillingness to do so, and I have had almost invariable testimony given by those who superintend them, of the cheerful spirit and efficient manner in which the boys thus employed engage in the work. Equally creditable to them is the conduct of the girls who are set to household labour. Averseness to industry and habits of idleness are not natural to children, and are rather the acquired vices of a maturer age.

If this be so, how essential is it to secure these children from *starting in life* with a brand and stigma, as justly the desert of self-created pauperism as it is the reverse when it falls on the helpless child of misfortune! For, next to giving children the *habits*, there can be nothing more efficient to that end than giving them the *name* of paupers. There is a trite proverb on the effect of ill names, which has always had a practical application in England, merciless in the proportion in which it is often indiscriminate; and there are probably few who feel its abuse more disastrously than the poor children in whose welfare your Lordships are kindly interested, and the country is so deeply concerned. There can be no end to this evil as long as these children remain in workhouses. They must cease to reside in them before they can cease to be regarded as paupers, partaking of their character, and inheriting their bad name.

True it is that by a superior moral and physical training, even in a workhouse, we do, here and there, send forth children from thence who by force of their superiority triumph over the prestige of their origin, and rise in the ranks of independent labour. But the very fact of this success will expose them, more than others, to the inhumanities of prejudice and the taunts of jealousy; embittered to the feelings of those whom they assail by that moral elevation which must heighten the sense of contumely. An instance of this effect on

the future position of a pauper child has recently come to my knowledge.

Thus, to unpauperize these children and to invest them with all the elements and powers of independent industry seems to be the object at which we should aim in their treatment, and by which the real value of educational and other measures in their behalf should be estimated.

To effect this, four chief means concur :—

1. Religious and Moral Training.
2. Disseverance from the Pauper adjuncts.
3. Industrial Training.
4. Useful Elementary Education.

The first of these is obviously the basis of all social improvement. That religious teaching, which is the very leaven of all really fruitful discipline for the human mind, and which is at the same time by far the most difficult to impart, must necessarily stand first among the agencies whereby to accomplish the work, and obtain the reformation of the morbid class with which we have to deal. Now religious knowledge may be well taught even in workhouse schools, and, by the valuable aid of the chaplains*, I have to report a marked improvement in it throughout my district. But religious teaching is not moral training: the one is the vital theory of religion, the other its practice; and the latter requires different circumstances and additional means in order to effect it.

This constitutes one of the chief distinctions between the schools for pauper and for other classes of poor children. Workhouse schools are homes as well as schools. It is neither attempted nor possible to give effectual moral training in the ordinary day schools. First, all children are under too much formal restraint *during school-time* to admit either of the development or correction of faults; and the training of the heart and character is therefore impracticable. Out of school-hours the ordinary school children are no longer under the control of school-teachers. In the workhouse, on the contrary, they remain so, alike in the field, the playground, at mealtime, and bedtime. By night and by day, not only is there the fullest possible scope and opportunity for moral training, but the exclusion of the pauper child from any other external means of obtaining it renders it an imperative duty to administer it. Thus most properly do the Poor Law Commissioners require in their 114th Order that they be not merely instructed in the principles of the Christian religion, but *trained in habits of virtue*. This distinctive task alone, were there no other, creates

* I have still to lament the fact that there remain several schools without the assistance of chaplains.

a labour and imposes a duty far more difficult and important in the workhouse school than attaches to other schools or school-teachers. Now the moral training of children in a workhouse is still liable, and must ever remain so, to all those impediments which have been fully set forth by my colleagues and myself in previous Reports, and which attach necessarily to the location of these children in workhouses.

The actual progress in moral training is therefore exceedingly slight. Independently of the local reasons why it should be so, is the very great scarcity of persons sufficiently qualified, alike in heart-training and mind-teaching, to discharge effectually the twofold province of a workhouse school-teacher. It requires the offices of parent and tutor combined in the same person. Such teachers scarcely exist, and must be specially trained for the purpose. But even if obtained, they are of such an order of mind as cannot easily submit itself to the inferiority of rank and actual subordination to which the schoolmaster in a workhouse must be subjected with respect to the master, who may be his inferior in every other respect. Such a school-teacher will not retain a position thus anomalous and annoying; his superior attainments opening to him spheres of employment divested of any such drawbacks. The practical working of the system more than confirms the reality of this evil; and I can cite more than one instance where good school-teachers have been lost to the education of paupers owing to this very cause. Not only therefore does the location of schools in workhouses greatly augment the labour of moral training, but it also renders it next to impossible to secure fit men to do the work.

Power of reformation over the heart, discrimination of character, perception of faults and virtues, kindly sympathies, the union of firmness and kindness in the general discipline, together with the judgment which shall vindicate punishment and enhance rewards,—are all essential elements in the qualifications of the effective moral trainer; and the necessity for the exercise of them well and wisely is never so pressing and important as when the scholars consist of a class often prone to demoralization and exposed to its influences. I do not exaggerate when I state my belief that it is hopeless to expect such a system or its natural fruits in workhouse schools; and yet the urgent importance of applying it to destitute children is not questioned.

The remedy, it still appears to me, can be sought only in District schools, where these evils and drawbacks would be exchanged for advantages—whether as regards the status of the children, the work to be done, or the persons who are to do it—at least equally great. The children would be no longer

the pauper inmates of workhouses, but the hard-working well-trained scholars of Industrial schools,—their home, instead of inspiring pauperism and its characteristics, and tending to its recurrence, would be a nursery of habits of labour and faculties of livelihood; and instead of creating prepossessions in the minds of employers of lax morals and idle habits, would guarantee the opposite virtues. Nor can the signal advantage be too often stated that the child reared alone in the District school would, even apart from these advantages, struggle to maintain his independence just as sturdily as the labourer who has never forfeited it; for the doors of the District school, unlike those of the workhouse, would with his boyhood be closed against his return, and no previous experience of the comparative comfort of the latter would lessen his natural repugnance to re-enter its walls. The amplest facilities for moral and industrial discipline would replace the workhouse impediments to it.

Another great obstacle to the efficiency of moral training exists in the brief period during which a large portion of the children remain in the schools, as I had occasion to observe in my first Report to your Lordships, for 1848 (pp. 236 and 252). Under the present defective means of moral and industrial training it is indeed a matter of regret, as I stated in my last Report for 1849, when they are unable to obtain employment away from the workhouse; the sole possible object for desiring to retain them being to give them the training they require, but seldom receive. In such cases it is far better that they should leave workhouses than remain there without efficient training, but much better still would it be were they to be continued under an improved and effectual administration of moral and industrial discipline. It happens very fortunately that the motives which naturally influence the Guardians, harmonize with the best interests of the child in this matter. If the child be maintained in idle dependence, it is to their and his interest alike that he obtain independent livelihood as soon as possible. But if measures be adopted to render the child's continuance in school no longer a burden on the poor-rates, and his bodily powers self-supporting,—the Guardians have then an interest in retaining him, because his maintenance costs nothing, whilst his training in industry is the surest possible means of preventing him or his future offspring from becoming chargeable hereafter.

Next therefore to religious and moral discipline, and the entire severance of the child from the stigma of pauperism and the adjuncts of a workhouse home, is the importance of thoroughly efficient industrial occupation.

Impressed very strongly with these views by all that I have

seen and heard during the last three years, I nevertheless must disclaim any kind of pretension to their origin. I owe them in the first instance entirely to their exposition by the Poor Law Board in 1841, who prefaced their Report on District Schools for Pauper Children with these comments, far exceeding in force anything that I may have ventured to say on the subject, though later experience and a longer continuance of the evil have seemed to impose on me the duty of commenting on it publicly and privately, perhaps with even too much earnestness and frequency. That Report says :—

“The moral and religious influences of education are not, we fear, without many obstructions *when the school is within the workhouse, even when it is conducted by an efficient teacher* ; but under ordinary circumstances, where the deficiencies of the schoolmaster are combined with the *pernicious influence of the association inseparable from residence in a workhouse*, inhabited by a class whose indigence is often a sign of a low moral condition, we are convinced that we cannot hope for much beneficial influence from the school on the future characters and habits of the children, and we fear much evil and disaster may ensue.”

Again,—

“A workhouse cannot, with the greatest attention to classification, be made a place in which young girls can be removed from the chances of corruption.”

The Report goes on to state that a Committee of the House of Commons, having heard evidence on the subject, had previously reported in recommendation of District schools, which the then Commissioners state that their

“Subsequent experience abundantly proves are necessary to the success of their efforts to place these children in a career of virtuous and successful industry.”

This is now widely felt to be true, and the necessity for such institutions has largely increased. The difficulty of overcoming the reluctance of the Boards of Guardians to incur expense, is a barrier which it is at present impossible to surmount. I am therefore of opinion that building grants might be most beneficially made for the purpose of facilitating the adoption of these establishments under your Lordships' superintendence.

The industrial training of the children has occupied much of my attention, convinced that justice to those now in the workhouses required,—however imperfectly it might be achieved,—some means of developing their bodily powers, and giving them as far as possible habits of useful industry. To a much greater extent than I ventured to hope, means have been taken to effect this object by the different Boards of Guardians ; and in twenty-one spade husbandry has been commenced, with various degrees of completeness. In some it amounts certainly to little more than the digging of plots of garden-ground around the workhouses, to planting, weeding, and taking up the com-

monest vegetables, with the ordinary collateral work of gardening, more or less perfectly performed—work never occupying more than intervals of labour in the aggregate, seldom amounting to half a year's actual work. Still a great deal of useful knowledge may be thus gained, and to some extent habits of industry; and certainly the improvement effected even by this irregular employment is no inconsiderable improvement over the listless life formerly led in some of these very Unions, where the boys might be not unfrequently seen lying in the yards, basking like cats in the sun, revelling in idleness, well fed, housed, and clothed, without exertion or the slightest necessity for it on their parts.

In other Unions a still greater advance is made, for more ground is cultivated, and pigs or cows, and sometimes both, are kept. This creates a vast deal more employment, and with it a vast deal more of other and more useful instruction. The land is differently, or rather additionally cropped. If there be meadows, the liquid-manuring of the grass, the mowing for fodder, times of depasturing, or the art of haymaking is learnt. In addition to garden vegetables, the various fodder roots, and grasses, are grown, and the land, perhaps varying in position and quality, requires and teaches the adaptation of manures, culture, kind of crops, and times of sowing, &c., to each variety. Then comes the care and tendence of the cattle, cows, and management of calves and of the dairy, and also of pigs, about which there is much to be learnt even by wiser heads than schoolboys, but all of which they are none too young to learn.

In Unions where this mode of making use of the labour of the boys for the benefit of themselves and the rates has not been tried, an impression usually exists that the boys in workhouses are much too young to do this kind of work. To fortify my opinion to the contrary I asked for information on this head from the Masters of five workhouses where the system had been put into practical operation in different localities. Here are the answers which I received, and which I beg leave to insert, because I feel it to be desirable to give as much practical information on the subject as possible.

The questions I asked were these, in August last :—

1. What quantity of land is under spade cultivation at your disposal, and what are the crops grown?

2. What number of men and what number of boys are employed to cultivate this ground, and what are the ages of the boys?

3. How many boys of the average ages in a workhouse, from 8 to 16, under a schoolmaster, or other skilled superintendent who works with them, will be required, in your judgment, to cultivate 2 acres cropped and worked as you have described, allowing for the three hours schooling which the law requires, mealtime, recreation, &c.?

4. What is the youngest age at which boys of average strength and health can be made useful in the ground, and state in what way?

In December last I also received, from a few Unions, further information as to the value of the produce and the progress of the system. The communications received at both the above dates are blended and abstracted in the following :—

ATCHAM (Salop).

31 January 1851.

THE extent of land cultivated last year by the boys at this Union workhouse was about 2 acres, an acre and a quarter only of which was fully cropped; the produce of the remaining three quarters was small, in consequence of the seed not having been put into the ground till the end of June and the beginning of July. This delay was caused by the supposition that part of the land would be converted into a burying-ground; nevertheless, it was manured, dug, and regularly prepared for a crop, so that the labour was nearly the same as it otherwise would have been.

The net quantity of cabbage, or that which was actually used at the table, only has been charged. The refuse with the tops of turnips has been used towards feeding 7 pigs (attended by the boys), the profit on which has probably been about 15*l*.

The average number of boys employed in the cultivation of this land during the last year has been 22, under the superintendence of the schoolmaster. They have not been assisted in the slightest degree by the adult paupers.

ATCHAM UNION OFFICE.

SIR,

Shrewsbury, 31 August 1850.

As Mr. Owen has left the service of this Union, your letter of the 6th instant has been forwarded by the late schoolmaster (now the master) to me, and although I cannot reply thereto as the result of any physical co-operation in the labours of our school industry, having paid very close attention to the interests of this school from its formation, as I had previously done in the South of England to another school, I beg to forward the following replies to your queries, by which you will, I think, see that however far we may fall short of a perfect industrial training, we certainly do not neglect this important matter, and are probably somewhat in advance of most Unions therein. The replies are given in the order of the questions—

1. Land under spade cultivation about $4\frac{1}{2}$ acres, cropped chiefly with potatoes, carrots, beans, turnips, cabbage, onions, and herbs.

2. Two acres of the above are cultivated by old men (as we have seldom any young ones in the house), the boys occasionally assisting; the numbers vary from 6 to 9 men.

The remainder is cultivated *exclusively* by the boys, the numbers varying from 16 to 20, from 8 to 13 years of age, under the active superintendence of the schoolmaster.

3. The number will vary materially, both from the ages of the children and the nature of the ground. We very rarely have a boy (if healthy) in our school who exceeds 14 years of age, and past experience convinces me that if kept much beyond that age it is attended with evil rather than good. Some of our land is stiff and heavy working, and a very small portion of it such as would be selected for spade cultivation. With favourable land and any considerable portion of the boys from 12 to 16 years of age, I apprehend that it would require about 6 to the acre; school hours, &c., being allowed.

4. Under 9 years boys are of little or no practical use, but in order to make them useful at that age it is necessary to initiate them to their pur-

suits by hoeing, spreading light manure, and assisting the older boys in planting, &c., at the age of 8 years; allowance being made and discretion practised with reference to the great difference in strength, &c., at any given age.

I am, Sir, &c.

(Signed) THOMAS EVEREST, Clerk.

To J. C. Symons, Esq.

BRIDGNORTH (Quatt), SALOP.

13 August 1850.

1. THE quantity of land we have under spade cultivation is four acres, and the crops grown are carrots, wurzels, potatoes, cabbage, swedes, vetches, rape, and Italian rye-grass.

2. We have had one man 203 days during the last year, as a help on the ground, and except in particular cases, when greater strength was required than the boys possessed, his assistance was no better than that of one of the elder boys.

We have now 26 boys in the school as under,—one of 5, one of 6, six of 7, two of 8, three of 9, two of 10, one of 11, three of 12, four of 13, and three of 14 years. Many of these are very small for their age; thus one of those at 14 would be thought to be no more than 11, and two of those at 13 are also very small and weakly.

3. I should think that most persons would be able to work two acres with eight strong boys from 11 to 14, and six or eight others from 8 to 11: this is assuming they had efficient supervision, without which they would do very little indeed, and that little imperfectly.

4. I find boys under 7 or 8 years of no use in the cultivation of the land, and even at that age they can do little more than pick a few stones or weeds, curry a pig, sweep the paths, and fetch or carry a tool to the elder boys when wanted. They are, however, required to try their hand occasionally at the spade, fork, rake, or hoe, and by degrees they come into use, and by the time they are 10 or 11 are generally expert lads.

(Signed) H. GARLAND.

In reply to my second inquiry, as to the produce of the year, Mr. Garland thus writes:

SIR, Union School, Quatt, 21 January 1851.

I BEG to forward the receipt and expenditure of this establishment, so far as the farm is concerned, from Christmas 1849, to Christmas 1850. I have placed a value upon the stock at the close of the December quarter 1850, and which I believe to be as nearly correct as possible. The average number of boys engaged in the cultivation of the land this year has been not more than 12, the remainder being too young for work.

The produce raised this year by the boys from one perch of land placed under their own management was as follows:—

Red Globe Wurzel.

lbs.				tons.	cwts.	qrs.	lbs.
Roots 614, equal per acre to	-	-	-	45	13	0	0
Tops 173, " "	-	-	-	12	7	0	16
				58	0	0	18

Yellow Globe.

lbs.				tons.	cwts.	qrs.	lbs.
Roots 554, equal per acre to	-	-	-	39	11	1	20
Tops 181, " "	-	-	-	12	18	0	24
				52	9	2	16

Long Red.

lbs.				tons.	cwts.	qrs.	lbs.
Roots 502, equal per acre to	-	-	-	35	17	0	16
Tops 219, " "	-	-	-	15	12	3	12
				51	10	0	0

The boys' carrot crop was again a complete failure, and the main crop of that kind was little better, so much so, that I am disposed to give up its cultivation in future, though I shall do so with great reluctance, and certainly not without another trial, though on a smaller scale.

The swede crop has been, considering the unfavourable season, a fair average one, and well deserving all the attention that can be bestowed upon it, as, from its productiveness, excellent feeding and keeping qualities, the farmer feels he is well repaid for all the expense he incurs in its cultivation.

In reference to the potato crop, I am glad to say I believe the dreadful disease to which it has been liable is fast receding, and am of opinion that with only moderate care and attention it may be restored to its former healthy state, but in order to this there must be a greater care of the seed—those knocked about and bruised as though they were stones, cannot be said to have fair treatment—those once sprouted are not *fit* for seed, and persons looking for a crop after such usage will find themselves mistaken: those intended for seed should be picked out at the time of getting up—should never be less than $1\frac{1}{2}$ oz. in weight, preference being always given to whole potatoes of this size to *cut* sets,—they should be planted in rows 27 inches apart, and from 10 to 12 inches from set to set,—when they have grown to 6 inches in height, all the shoots but two may be drawn up with advantage—this throws more strength into the tuber, and the consequence is you get a finer sample. In storing the seed the best plan I can find is to bury them in the ground in layers of coal-ashes—by this means they are kept *dry* and *cool*, the one keeping them from decay and the other from premature vegetation. I have ventured to offer these hints from my own experience, thinking they may be useful to some of the schoolmasters in your district, and in the hope that that valuable root may receive fair play. Hoping I may not have tired your patience,

I remain, Sir, &c.,

J. C. Symons, Esq.

(Signed)

HY. GARLAND.

SUMMARY of the FARM ACCOUNT for the Year ending December 25, 1850.

DR. QUATT SCHOOL FARM IN ACCOUNT WITH CASH. CR.

	£	s.	d.		£	s.	d.
To Receipts in the Quarter ending March 1850, as per Cash Book	47	16	5	By Stock on Hand December 1849	65	6	6
Receipts in the June Quarter	24	1	5	Payments in the March Quarter 1850	22	5	6
Receipts in the Sept. Quarter	23	6	1	Payments in the June Quarter 1850	28	3	7
Receipts in the Dec. Quarter	39	12	2	Payments in the Sept. Quarter 1850	5	5	6
Stock on hand December 1850	57	0	0	Payments in the Dec. Quarter 1850	33	17	4
				Balance	36	17	8
Total	£ 191	16	1	Total	£ 191	16	1

Jan. 21, 1851.

(Signed) H. GARLAND.

HAVERFORDWEST, PEMBROKESHIRE.

SIR,

12 August 1850.

WE have two acres under cultivation as follows:—wheat, potatoes, swedish turnips, cabbage, onions, leeks, carrots, parsnips, beans, and peas; the whole in drills.

Twelve boys from 9 to 14 employed in the ground, but could work three acres more ground, as they are not employed in the garden half their working hours.

Eight boys from 8 to 16 would be required to cultivate two acres, part of the season, their working hours.

Boys 8 years old may be employed in weeding and drilling: there is scarcely a weed to be seen in the ground.

The three oldest boys are employed in mending shoes under the porter, and work well.

I am, Sir, &c.

J. C. Symons, Esq.

(Signed)

WM. THOMPSON.

HEREFORD.

SIR,

12 August 1850.

1. IN answer to your inquiries, I beg to say we have seven acres of land under spade cultivation. The first crop this year was $2\frac{3}{4}$ acres vetches, which fed six milking cows through the months May, June, and July. The land is now under the following named crops:—

	A.	R.	P.
Potatoes	1	0	0
Mangold-wurzel	3	0	0
Carrots	1	0	0
Parsnips	0	2	0
Cabbage	0	3	0
Turnips	0	3	0
Total	7	0	0

The whole of the crops are looking well, and give great satisfaction to the Board of Guardians and a host of visitors.

2. The boys I have to work vary from day to day, but I think the average is about 10 boys, age from 7 to 14 years, and one man.

3. I think six boys with an overlooker would cultivate two acres of land in the way we do ours.

4. Boys may be profitably employed upon the land at 7 years of age, if healthy and strong, at such work as weeding, hoeing, watering, picking stones, and other light jobs; and I am quite certain boys this way employed will be better able to get their living at 10 years of age, than those unemployed will be at 15 or 16 years of age. I know well by my own case; I myself went to work at 7 years of age.

I am, Sir, &c.

(Signed) THOS. BULL.

SIR,

3 January 1851.

THE quantity of land under cultivation is seven acres, crop as under-mentioned:—2 acres mangold-wurzel, $1\frac{1}{2}$ potatoes, 1 cabbage, 1 carrots, $\frac{1}{2}$ an acre parsnips, 1 turnips. The exact amount as it stands in the daybook, from January 1 to the end of December 1850:—

	£	s.	d.
Butter	54	11	9
Milk	37	3	5
Cheese	7	1	3
3 fat cows	37	6	0
6 calves	14	4	8
8 pork pigs	12	17	11
Cabbage	2	1	6
Potatoes	17	16	6
Carrots	3	3	5
Turnips	0	13	8
Total	£ 187	0	1

The average number of boys per day amounts to 8 as near as possible, and men 2 per day. I consider the value of roots on hand to be as follows:—Carrots, 5*l.*; wurzel, 10*l.*; turnips, 5*l.*; potatoes, 8*l.* 16*s.*; Total, 28*l.* 16*s.* We have 7 cows on the land; the value of them, according to Mr. Racsters' valuation, would be 77*l.*, and 9 pigs worth 18*l.* There is growing one acre of winter vetches worth 5*l.* The Italian rye-grass I can say but little about, but it appears well, and I have no doubt as to trial of it proving favourable. I have spared no pains to answer your inquiries correct.

I remain, Sir, &c.

(Signed) THOS. BULL.

PEMBROKE.

SIR,

17 August 1850.

1. THE only parts capable of being cropped systematically of our land are about 4,484 square yards.

2. We average 12 boys in the house between the ages of 8 and 13, who, under the superintendence of the schoolmaster, do all the work without any other assistance. Indeed, I could work the ground fairly with half the number of boys.

3. About 8 boys would be sufficient.

4. About 7 years of age, and perhaps in setting wheat, beans, potatoes, &c., after dibblers; picking stones, and cleaning the offal, weeds, rubbish, &c., better than older boys.

Hoping I have given you the information you require,

I am, Sir, &c.

Jelinger C. Symons, Esq.,

(Signed) DAVID JOHNS, Master.

STROUD (Gloucestershire).

SIR,

8 January 1851.

IN reply to yours of the 27th ult. I beg to say that we commenced our agricultural operations this year under very great disadvantages, the only land within our reach being excessively poor, stony, and full of the most noxious plants.

The farm is nine acres, cultivated by 21 boys from 9 to 13 years of age, four hours each daily, and 11 shoemakers and tailors from 9 to 13 years of age, one hour each daily. The crops were as follows:— $3\frac{1}{2}$ acres potatoes, 2 acres barley, 1 acre mangold, $\frac{1}{4}$ acre swedes, $\frac{1}{2}$ acre vetches, $\frac{1}{2}$ acre Italian rye-grass, $\frac{1}{4}$ acre cabbage. The land is now pretty clean, and by the end of another summer will, we expect, be as much so as land can well be.

May I be permitted to say that the awkwardness with which many of the boys handled the spade and other tools at first, was such as might have been reasonably expected, but now, with but a few months training, there is a very perceptible improvement.

I beg also to observe that since the boys have been employed in the open air, they have been less susceptible of sickness, so much so that about 70 per cent. of the time which formerly was spent in the hospitals is now spent in school and at work.

Enclosed you will find a debtor and creditor statement of our farming account.

I am, Sir, &c.

(Signed) WILLIAM SHERBORNE, GOVERNOR.

Farming Account from March 25, 1850, to January 10, 1851.

	Value.		Value.
	£ s. d.		£ s. d.
Stock in hand, a milch cow-	10 0 0	By two young labourers -	0 19 0
To mangold-wurzel -	1 10 0	Milk for the house -	26 14 0
Seed potatoes and seed		Butter for the house and	
barley for planting -	12 5 6	sold -	8 2 9
Labour, haling out manure		7 quarters 4 bushels of	
and threshing barley -	1 13 10 $\frac{1}{2}$	barley, 24s. -	9 0 0
Cost of cow and four pigs	18 6 0	Value of roots in hand	
Hay for cows and meal		about 16 tons, at 10s.	
the pigs -	7 4 0	per ton -	8 0 0
New spades, traps, hoes,		Two cows -	20 0 0
&c. -	4 10 0	Four fat pigs -	12 16 6
Straw and stubble for litter	3 0 0	Value of working tools	4 0 0
Poor rates 18s. 2d., Tithe		Potatoes for the house -	28 0
2l. 17s. -	3 15 2		
A year's rent -	32 0 0		
Balance -	23 9 8 $\frac{1}{2}$		
	£ 117 14 3		£ 117 14 3

WELLINGTON (Waters Upton), Salop.

SIR,

10 August 1850.

I HAVE received yours of the 6th instant, and beg to return the following answers to your queries.

1. Quantity of land cultivated with the spade $4\frac{3}{4}$ acres, cropped with barley, potatoes, turnips, mangold-wurzel, vetches, cabbages, &c.

2. Number of boys employed in cultivating the above 19, average age 11 years.

3. Number of boys required to cultivate 2 acres, 8.
4. Boys are not useful to the farm under 10 years of age, employed in digging, forking, planting, weeding, &c.

I am, Sir, &c.

J. C. Symons, Esq.,

(Signed)

WILLIAM LEWIS, Master.

H.M. Inspector of Union Schools.

WREXHAM WORKHOUSE.

RESPECTED SIR,

3 January 1851.

IN answer to yours of the 27th ultimo, I beg to send you a copy of a letter which I took upon me to address to Mr. Doyle when sending him a copy of the statement of field &c. I think that these embody all the facts I have to adduce, and now only add that on an average we employ 20 boys and 4 old men in the field-work.

I have no hesitation in saying that we would now undertake the cultivation of more land were it thought necessary, as we all begin to know our work better.

I am, Sir, &c.,

J. C. Symons, Esq.

(Signed)

DANIEL KEMP.

RESPECTED SIR,

Wrexham, 31 December 1850.

WITH this I send you a statement of our field account for the year just closed, which shows a profit in favour of field labour of 51*l.* 10*s.* 3*d.*

You will notice that I have added, at the foot of the account, the value of in-door labour, which, together with the above, makes a total profit in favour of labour of 60*l.* 5*s.* 3*d.*

From my knowledge of the deep interest you take in the training of pauper children, I venture, while sending the accompanying statement, to offer a few remarks on the subject.

Experience has given ample proof, if proof were wanting, that merely supplying the animal wants of pauper children, and giving them the smallest modicum of elementary knowledge, but ill discharges the duty the public owe to the dependent classes. Keeping out of view the humanity of the question, and looking at it as one of pounds, shillings, and pence only, economy alone suggests that it would be vastly cheaper in the end even to spend a little more than has been done in the educating and depauperising workhouse children, and thereby fit them for becoming self-supporting members of the community, than to stunt their education, and make them, in consequence, chargeable for life, either as paupers or felons. Many of the children who have been reared in this house in years past have turned out anything but well. I once before stated to you the painful fact that I counted at one time, on the streets of this town as prostitutes, no fewer than six young females who had been reared here. About the same period we had in the house eight youths, from 16 to 20 years of age, who, having been tried in places again and again, from incapacity to adapt themselves to the position in which it was sought to place them, as well as also from bad conduct, were returned on our hands as hopeless, and here some of them are likely to remain. They have fairly lost caste with the Board; nobody will employ them, and here they are, to the serious discomfort of the well-disposed inmates, and in all probability paupers for life.

These are painful facts;—facts which one would rather conceal than expose; still if a remedy is to be applied, it is better that they be known. It is these, and such like facts, which have impelled this Board of Guardians to adopt some plan, if possible, to put a stop to these evils; and hence, in 1848, an acre of potato land was taken as a trial, to be cultivated chiefly by the boys. The success of the experiment was so satisfactory that the Board was induced to rent, as a permanent appendage to the workhouse, a field of four acres, in which the schoolmaster in the afternoons of

each working day trains the boys in spade husbandry. The profits of the two first years were comparatively small; still they have enabled us to lay in a good stock of tools; and besides, when taken together with the present year's profit, have realized in whole, in favour of pauper labour, nearly 90*l*. The statement now sent shows the results of our second year's operations in our own field; and as the general intelligence, as well as the muscular capacity of the children, is becoming equal to their work, we may expect greater pecuniary results. But at last the moral results likely to flow from our endeavours are the most pleasing. The children are more easily managed than formerly; are more contented, and generally happier, and perform their work in a pleasing and cheerful manner. They are, I trust, in connexion with the inculcation of sound principles, having those principles trained into habits, which, while they will fortify against temptations, give promise of enabling the children readily to adapt themselves to the sphere in life in which their lot in life is likely to be cast; and of ultimately becoming wholly independent of parochial relief. I have great pleasure in being able to add that not one boy who is gone out of service since we began these operations has been returned on our hands, or is likely to be so. If workhouse nurture is to be continued, I think that each house, where there are any considerable number of children, ought to have a piece of ground attached for industrial purposes; but even then I would regard that, in the choice of evils, as only the best. After all our experience, I still think that something like "District Schools," wholly apart from the vicinity of adult paupers, as in all respects preferable. I fear that even the best circumstances in which a pauper child can be placed are not equal to those of the decent, though humble, home-reared child, who, from his position, is educating and familiarizing himself in the realities of every-day life; which, if they reach the workhouse-reared child at all, do so at such intervals, and in such a way, as to make no sensible impression upon him; consequently he has to enter upon the rugged path of life an almost total stranger to its usages. All these things demand from those who have the care of pauper children, that they be placed in the best circumstances of which their position is susceptible; irrespective of any change in the mode of training being, in the first instance, attended with increased expense. But the experience of those workhouses who employ the children in spade husbandry proves, beyond a doubt, that the profits of their labour more than meet any increased outlay. I firmly believe that the training of pauper children in well appointed "District Schools," connected with a proper scheme of emigration, would secure the independence of the rising generation of paupers.

Andrew Doyle, Esq.

I am, Sir, &c.
(Signed) DANIEL KEMP.

WREXHAM UNION WORKHOUSE FIELD ACCOUNT, &c., for 1850.

1850.		£	s.	d.	1850.		£	s.	d.
	To potatoe-sets from last year - - -	4	0	0	May 1	By 181 lbs. pork, at 4 ¹ / ₂ d. -	8	7	10 ¹ / ₂
	seed wheat - - -	0	9	0	"	160 " " -	3	0	0
Jan. 3	3 pigs - - -	3	14	0	"	166 " " -	3	2	8
"	cart and ass - - -	2	0	0	July 25	small potatoes sold -	1	6	6
"	set of gears - - -	1	10	0	Sept. 19	122 bushels potatoes, at 2s. -	12	4	0
Feb. 6	salt for land - - -	0	14	8	"	6 meals cabbages, at 3s. 6d. -	1	1	0
" 20	4 bushels of barley -	0	14	0	"	136 lbs. pork, at 4 ¹ / ₂ d. -	2	5	4
Mar. 18	small seeds - - -	0	5	1 ¹ / ₂	"	120 bushels potatoes, at 3s. -	18	0	0
" 21	1 bushel potato-sets -	0	3	6	Nov. 15	8 meals cabbages, at 1s. -	1	12	6
"	4 ditto barley - - -	0	14	0	"	142 lbs. pork, at 4 ¹ / ₂ d. -	2	7	4
April 11	cabbage-plants - - -	0	4	0	"	154 " " -	2	11	4
May 9	3 pigs - - -	2	14	0	"	2 tons carrots, at 50s. -	5	0	0
" 16	small seeds - - -	0	13	7	"	12 cwt. turnips -	0	9	0
June 6	12 double hoes - - -	1	19	0	" 21	37 ¹ / ₂ cwt. mangold-wurzel, sold -	0	18	9
" 12	hay - - -	0	13	10	"	lard sold - - -	0	6	4
July 26	small seeds - - -	0	6	0	"	24 bushels wheat, at 6s. -	7	4	0
Aug. 8	3 pigs - - -	1	16	3	"	1 ton straw - - -	1	10	0
Sept. 19	2 wheelbarrows - - -	1	17	6	"	vegetables for soups, broths, &c., 52 weeks, at 3s. -	7	16	0
Oct. 3	smithwork - - -	1	5	0	"	ditto, establishment -	2	0	0
Nov. 7	4 pigs - - -	3	12	0	"	Italian rye-grass -	1	4	0
" 21	hay - - -	0	14	0	"	1 ¹ / ₂ cwt. of onions -	0	13	6
"	rent (4 acres) - - -	16	0	0					
"	rakes - - -	0	15	0					
"	manure, being more than we got for it when sold formerly	1	15	0	Dec. 25	In stocks, sets, &c. -	5	0	0
		48	9	5 ¹ / ₂	"	7 pigs - - -	7	10	0
					"	cabbages - - -	1	4	0
					"	cart, implements, &c. -	7	6	6
	Balance in favor of field labour - - -	51	10	3			99	19	8 ¹ / ₂
	Ditto other labour - - -	8	15	0		Making 48 suits boys clothes, at 2s. 6d. -	6	0	0
		108	14	8 ¹ / ₂		Knitting 110 pair stockings, at 6d. -	2	15	0
							108	14	8 ¹ / ₂
	Average No. of boys at work, 20								
	" " " old men " 4								

(Signed) DANIEL KEMP, Master.

It is obvious, from these interesting accounts, that a profit is obtainable from land worked by the boys; and that about five boys per acre suffice for the purpose, if aided by a skilled superintendent. Now profit is by no means a primary consideration. The Visiting Committee of the Quatt School very sensibly observe, in a recent Report—

"Their object has always been, not profit, but a good education for the children; not gain from their labour, but a more effectual means of depauperizing and training them up to earn their own livelihood by their own exertions; and they have reason to be satisfied with the result. The school at Quatt has imparted a healthy tone to the children, which, while it teaches them how to labour, inspires that energy and self-reliance which, together with a sound religious education and good moral training, are the best means of averting crime and diminishing pauperism."

At the same time it is of great importance to disarm the very natural fear of expense which often deters Guardians from adopting new measures of whatever kind. Even in Unions where the sterility of soil, and the mistake of cultivating grain

crops, as at Stroud, reduces the produce almost to 9*l.* per acre, it is still a clear money profit. Nor can it well be otherwise, for the labour *costs nothing*, and is employed instead of being unemployed. This is the secret of the necessary success of these experiments, even as a means of pecuniary profit. To a certain extent the children are enabled to support themselves. The consciousness of importance now awakened in the child's mind (thus most probably for the first time) is found to be very beneficial. The employment itself is, moreover, an agreeable relief from the tedium of idleness. The child is thenceforth attached to industry by the best bond, and it is endeared to him as the means of self-respect, as well as of the highest enjoyment he has yet experienced. Spade husbandry and all its adjuncts have peculiar charms for boys; and Mr. Glenney, in describing the benefits of a taste for gardening, thus happily shows the characteristics which so admirably adapt it for the moral and industrial training of poor children:

“Gardening is the most rational of all recreations; it teaches forethought, industry, and economy of time; it exalts the mind, invigorates the frame, and constantly reminds us of the great God whose hand is imprinted on every leaf, and who, in His bountiful goodness, rewards us with the fruits of the earth. To teach the cottager to manage his garden, is to lead him to happiness.”

The Dean of Hereford has most successfully shown, in his excellent treatises on education, how very defective is our usual mode of imparting useful knowledge in ordinary schools, by illustrating the practical kind of teaching and science of useful things which might and ought to be given. The theory thus indicated requires a practical application which would greatly develope its value; but for which the means are very generally wanting. An Industrial King's Somborne School would be a perfect model. National Schools are seldom so situated as to admit of being made actually Industrial. Union Schools, and far more District Union Schools, have peculiar facilities for the trial of such a system. They may not only thus confer incalculable advantages on the children themselves, but they may also be made the means, by example, of extending the knowledge and practice of this mode of training, which if generally adopted, I venture to believe, would create a revolution in education of no slight value to posterity.

The experience of the last few years has amply proved that the practical difference between the mere scholastic and the industrial system is, that the children leave the school, under the former, useless, and under the latter, useful;—in the one unfit, and in the other well fitted, for earning their livelihood by their labour. Nor is the difference thus merely one of physical advantage; the moral discipline achieved by the

industrial training is far greater than I at first suspected,—it results both negatively and positively. There is, in the first place, little more development of the child's natural characteristics than of his physical powers in the school-room. On the scope given to these, nevertheless, depends the means of correcting and moulding them. This advantage, for the purpose of moral training, and also, obviously, for industrial instruction, depends in a great degree on the variety and scope of the employment itself. I make it, therefore, always a recommendation to Guardians to enlarge the sphere of their industrial operations so as to include in school farms the keeping and management of cows as well as of pigs. In all cases the means of giving useful knowledge to the children are greatly increased; and where the system of stall-feeding is properly applied, and also of cropping and manuring the land, the money profits are proportionately increased. To realize the full value of such farms to the children, the girls should be regularly and thoroughly instructed in dairy-work, and *trained* as dairy-maids. The great scarcity of good dairy-maids is a universal complaint of farmers, even in Gloucestershire, where there is more dairy farming than in the other 16 counties of my district. A single milch cow would afford this advantage; but, unfortunately, even where more are kept, the temptation is so great to have the handiest girls only to assist in the operations of the dairy as an aid to the manager of it, rather than as a means of training and instructing the child, that I cannot report that this most essential object is being sufficiently answered, even where there is the best industrial training in other respects. At Quatt they make no cheese; and at the other dairy-farm schools in my district, as far as I can ascertain, very few of the school girls are learning to be dairy-maids. It is otherwise with the boys, as far as relates to cowkeeping and feeding. As an instance of how much of this very useful kind of knowledge is readily acquired by boys, and also of how very practical a kind is the instruction I am humbly seeking to further by the system I recommend, I beg permission to insert here exact copies of two, out of five or six, letters written by boys in the Quatt School, to a clergyman, who, having visited it, requested them to describe their system of stall-feeding to him. I can answer for their being the unaided compositions of the boys themselves. Mr. Garland refrained from either dictating or correcting what they wrote.

REV. SIR,

Quatt, 18 December 1850.

IN answer to your letter, I beg to send the best account I am able.

The length of the cowhouse is 24 feet 6 inches, in which there stand three cows, one pony, and a part for the calves' cot. The standing-place for each cow is 4 feet 2 inches, which leaves 8 feet 4 inches for the pony, and 3 feet 8 inches for the calves' cot.

The width is 16 feet 6 inches, out of which there is 3 feet 1 inch for passage before cows, to give them their food, 2 feet 4 inches for feeding troughs, 7 feet 6 inches for standing-place for each cow, and 3 feet 7 inches for causeway behind them.

The drains run into a large tank which lies west of the cowhouse, and holds 1,400 gallons, and also receives the drainage from the privies, pigsties, and washhouse, which lie south of the cowhouse.

The cows are always tied up, summer and winter, except for an hour or two, when they are let into a piece of ground about a $\frac{1}{4}$ of an acre in size, for the purpose of airing and exercise.

Their food is carried to them, and consists of wurzles, carrots, hay, swedes, cabbage, vetches, rape, and Italian rye-grass, the latter of which is cut three or four times during the year. The first green crop that comes into use is rape, which is sown the previous autumn, and comes into use about March; after that, vetches, which we sown last October: after that, early cabbage and grass, carried to them with a little hay. We then find ourselves at about midsummer, at which time we have plenty of green food, such as grass, ox-cabbages, thinnings of the wurzles and carrots, &c. We then give them wurzles leaves stripped off and carried to them, with a little grass and hay, which lasts till about November. We then give them wurzles and carrot-tops, with the remainder of the cabbages, with a little grass, and about 8 lbs. of hay per day, which last till about this time, when we have to depend upon the roots through the winter till March, when the green food comes in again. The following is an account of the cows' dietary:—

At 5 o'clock in the morning, they have 28 lbs. wurzles, which last till milking time. After milking they have a few swedes. At 9 o'clock they have a little hay, and then go to water.

At 12 o'clock they have 28 lbs. carrots.

At 4 o'clock they have 28 lbs. wurzles.

At 6 o'clock they are milked, and then have a few swedes.

At 8 o'clock they have 28 lbs. carrots.

At 9 o'clock they are supped up with hay, and left for the night.

I am, Reverend Sir, &c.

To the Rev. Marsh White.

(Signed)

RICHARD WALE

REV. SIR, Quatt, 13 December 1850.

I AM allowed by my master, Mr. Garland, to try to answer the letter you sent him. The length of the cowhouse is 24 feet 6 inches, and the breadth of it is 16 feet 6 inches; in this space are a pony and three cows; the space occupied by the three cows is 10 feet 6 inches, the space by the pony 8 feet 4 inches, and the space occupied by the calves' cot is 3 feet 8 inches; the breadth of the manger is 2 feet 4 inches, the width from the manger to the causeway is 7 feet 6 inches, the passage before the cows is 3 feet 6 inches, the width of the causeway is 3 feet 7 inches. The drain from the cows lies west, to a tank which contains 1,400 gallons; the cows are tied up except for an hour or two each day, when they are turned out for airing into about $\frac{1}{4}$ of an acre of land. The cows' food consists of rape, wurzles, vetches, cabbages carrots, swedes, and Italian rye-grass. I will begin the year at March, when we have some roots left from the previous year, which together with rape, our first green crop, forms their food till May; the rape is cut up and given to the cows with a little hay. The quantity of hay given to each cow is 8 lbs. per day. In May we have vetches and rye-grass, which last us through June and July. The Italian rye-grass is grass which grows very quick, and is cut four or five times in the course of the year. Vetches come into use and last to the middle of summer, the leaves that are stripped of the wurzles, the thinnings of the wurzles and carrots, the tops of the main crops of wurzles and carrots with rye-grass and ox-cabbage, last then to December; after that

they begin to eat the roots, which will last through the winter till spring, when the first green crop, rape, comes round again. If we run short of food toward the spring we buy grains, which we mix with cut hay and straw, and this helps us out. We have sometimes even gathered nettles in the spring, cut them up with the chaff-cutter, and mix them with the grains and chaff, which the cows are very fond of, and gives good milk.

I remain, Reverend Sir, &c.
The Rev. Marsh White. (Signed) GEO. WALL.

These boys would equally well describe the mode of preparing the soil and cultivating the crops they name in these letters, for they are made not only to do everything, but to understand how to do it, and why it is done. I am happy to say that this sort of knowledge is by no means confined to the boys at the Quatt school, but has been growing in others where the Guardians have provided the only practical means of imparting it.

It is sometimes urged against this mode of giving industrial training, that if we rely on spade husbandry we can but employ the boys half or less than half of the whole year. If the system of merely growing potatoes and cabbages is pursued, it is so. But why thus confine it? A workhouse must consume milk and bacon as well, and it is a proved result that they must gain by supplying themselves with these things, whilst the children gain also what is still more valuable in profitable knowledge. Sillett's "Spade and Fork Husbandry," and the "Manual of Field Gardening," are invaluable works on this subject, and it will be seen by the diary of work actually done, as stated in the latter, that the time of the children may thus be fully occupied.

There is one suggestion for which I am indebted to my friend Mr. Wolryche Whitmore, which appears to me so valuable and apt that I trust it may be at once adopted. It is that of growing and preparing agricultural seeds at workhouse school-farms. Every cultivator knows the importance of getting good seed, and very many, to their cost, know also the difficulty of getting it good. There are many facilities for doing this well and effectually in such schools, for nearly all the operations of sowing, tending, sorting, and parcelling seed are such as children may well do. The relative utility of the information gained in schools where training in industry is given, and where it is not, is very great, as is easily proved by the answers of the children to questions on the common arts of life. A whole school has proved ignorant how long it takes to bake bread, to boil potatoes, at what seasons and how to plant cabbages, the times of sowing or reaping different sorts of corn, the habits of domestic animals, the qualities and uses of different timber trees, &c. whilst in industrial schools a smile would be excited by the mere suspicion that the children could be ignorant of such things.

THE SCHOOL-TEACHERS.

Such being the kind of training and teaching which, in accordance with the views held by your Lordships, we look for in workhouse schools, the Guardians find it no easy matter to provide fit persons for administering it, and it must be some time before the existing staff can be first weeded of utter incompetency, and the rest moulded to the work required of them. When I first came into this district there were few school-teachers who did not conscientiously believe that they had discharged their duty when they taught about a third of their scholars to read through a chapter in the Gospels, to repeat their Catechism, write a fair copy, spell trisyllables in Mavor, and cast a sum when written down for them. In fact this last accomplishment was not often attained.

Mind-teaching and moral training were wholly unattempted, except in a few Unions: nor was there any general notion that either of them entered into the term Education, much less that they were among its requisites. A vast change is in progress in this respect, and the recognition of these great offices as essential parts of the system is nearly achieved. This is the first step, but by far the easiest. Its practical adoption is at once beset by all the difficulties and impediments already set forth, and which meet the efforts to accomplish these objects at every stage.

The school-teacher body in my district have undergone and are undergoing constant changes. These changes have in the aggregate been for the better. The gain obtained by the improvement in the teachers who remain and the more competent ones who replace those who have left, may be seen from the following analysis of the new certificates granted in 1849, compared with those in 1850.

Class of Certificates.	1849.	1850.	Increase.	Decrease.
EFFICIENCY.				
1st Class - -	1	1	—	—
2d „ - -	—	1	1	—
3d „ - -	1	3	2	—
COMPETENCY.				
1st Class - -	2	3	1	—
2d „ - -	4	4	—	—
3d „ - -	7	11	4	—
PROBATION.				
1st Class - -	7	13	6	—
2d „ - -	14	14	—	—
3d „ - -	6	14	8	—
PERMISSION.				
1st Class - -	13	8	—	5
2d „ - -	6	2	—	4
3d „ - -	9	4	—	5

The system of examination whereby these certificates are determined, though on the whole tolerably good, is capable of improvement. The large portion of the examination which tests mere attainments, is somewhat large in proportion to the means of ascertaining their capacities as moral and industrial trainers. True it is that these are evidenced in the aspect and actual behaviour of the children, and in the work they perform, and the useful knowledge they possess. The former and the more essential of these results of training, the Inspector has scarcely any means of ascertaining sufficiently, and is necessarily dependent on the opinions of the Guardians and officers of the house. Where one branch of qualification, like that of mental acquirements, can be and is minutely ascertained and recorded on paper, and the other rests chiefly on the result of observation and the report of others, it may happen that undue weight is liable to be attached to the former; and this has in some degree occurred. I venture to suggest the immediate preparation of a set of papers comprising questions on the moral economy of education, and on training in industrial pursuits and the common arts of life, and so to test the capacity of the teachers to train their scholars, and to enable them to earn their living in that state of life in which it hath pleased God to place them. I cannot but think it would be expedient thus to give a proportionate importance to that which is practical over the merely scholastic.

The actual amount of school attainments is outlined in the following Table :—

CHIEF SUBJECTS OF INSTRUCTION.	1850.		1849.	
	Boys per Cent.	Girls per Cent.	Boys per Cent.	Girls per Cent.
<i>Reading.</i>				
Holy Scriptures - -	46·02	35·95	40·52	30·26
<i>Writing.</i>				
On Paper - - -	47·93	32·54	46·84	29·82
From Dictation - - -	28·43	19·98	24·17	15·89
<i>Arithmetic.</i>				
In Compound Addition -	35·90	24·44	24·90	14·94
Higher rules - -	8·88	1·56	4·31	·43
<i>Other Subjects, &c.</i>				
Geography - -	22·64	16·34	20·53	6·96
Spade Husbandry - -	25·84	—	22·23	—
Trades - -	5·86	—	5·89	—
Needlework, &c. - -	—	69·76	—	66·61
Laundry or Dairy - -	—	10·02	—	12·19

No reliance can be placed on the exact accuracy of any statistics of this kind. They are the results of visits at various periods of each year, whilst the attainments they represent are scarcely capable of any very precise estimate. Even if taken on the same day they would cease to be accurate the day after, but they do, nevertheless, afford an approximation to the truth, and though they do not measure it correctly, they are sufficiently near the mark to attest the existence of an increase in the amount of education; and so far to confirm the general report I have given of progress and improvement.

The total number of the children found in the schools at my visits in 1850 was—Boys 1,621, Girls 1,346; total 2,967.

Five Unions—Cirencester, Dursley, Chipping Sodbury, Tetbury, and Thornbury—have been annexed to my district since my former Reports. Deducting the children in these schools from the above total, there is a decrease of 8·02 compared with the number in 1849; which was 5·3* greater than in 1848. The tabular statement at the end of the Appendix contains other details, which have been collected with as much accuracy as the means at my command permitted.

THE SOUTH-EAST SHROPSHIRE DISTRICT SCHOOL, situated at Quatt, is the only one yet found in my district. The Unions comprised in it are those of Bridgnorth, Madeley, and Cleobury Mortimer, in Salop, and of Seisden, in Staffordshire.

The plan adopted by these Unions is that of renting the house now occupied by the Bridgnorth Union children at Quatt (together with about ten acres of adjacent land, including four and a half acres for some time occupied by the Quatt farm school) of Mr. Whitmore of Dudmaston, who has let the house and land for this purpose at a yearly rental of 47*l.* 5*s.* on a lease of 99 years, determinable by one year's notice from the Board of Management, with permission to them to pull down their own buildings during the first 60 years, if the lease be determined within that period.

On part of this land and contiguous to the old house, the District Board have now erected additional buildings for the accommodation of the children of the district, together with outbuildings for farm purposes. A contract has been entered into with a neighbouring architect to complete these buildings, without fittings, but including liquid-manure tank, drains, &c., for a sum of 1,300*l.*

The skeleton walls of these buildings are completed; the edifice having been commenced in June last.

* Not 25·3, as stated by mistake in the last Report.

The entire building is designed, according to the Poor Law Almanac for 1851, p. 189, for 130 inmates; but I am informed it is constructed for 150.

It is certain that to have erected commodious and suitable buildings would have cost a larger sum than the amount of the present contract. To have obtained much larger, or indeed any larger sum, I am assured, would have been wholly impracticable. It became therefore a choice with Mr. Whitmore, to whose unceasing energy and zeal the establishment is mainly due, and those who furthered his views, either to accede to the present scale of expenditure or to abandon the enterprise *in toto*.

It appears desirable that means should be adopted for giving to school Unions the benefit of the experience and facilities possessed by your Lordships for the design and execution of District school buildings, so as to apply limited funds to the greatest advantage.

The plans of the South-east Shropshire District School are defective in several important particulars, which might have been remedied without any additional expense.

I have the honor to be, &c.,
JELINGER C. SYMONS.

*To the Right Honorable
The Lords of the Committee of Council on Education.*

APPENDIX A.

NOTES ON EACH UNION SCHOOL.

GLOUCESTERSHIRE.

Cheltenham.—The children have been removed from a separate building called the old workhouse, where they were cramped for room and most incommodiously housed, into a new wing, added for the purpose to the centre of the new workhouse where the accommodation for them is not what might be desired, even independently of the evil of locating them in a workhouse. The Guardians have, however, done everything that I have suggested to render the fittings and apparatus sufficient. Galleries, with desks, have been placed in each school-room, and the children dine by themselves. Eight acres of land have been taken into cultivation, on a large part of which the boys work, under the superintendence of a gardener, and the Board manifests the utmost willingness to supply means for good teaching and training. Instruction—Boys, fair only in the first class; very imperfectly taught in the lower. Industrial training is improving. Girls, fair in the first class, moderate in the lower. Religious knowledge fair. Arithmetic and useful knowledge imperfect. Needlework, &c., good. Household work is taught to some extent.

Chipping Sodbury.—A pleasing improvement was manifest here in both schools. The schoolmistress had exerted herself since my previous visit to good purpose. The schoolmaster, though not yet *au fait*, being newly appointed, promises well. The religious knowledge, of the girls especially, was very fair, and their spelling remarkably so. The apparatus and maps recommended were duly provided. Industrial training for the boys does not exist, but I have reason to hope that the Guardians will shortly supply it; that of the girls, fair.

This Union is newly added to my district.

Cirencester.—The boys' school was not in a satisfactory condition when I last visited it. Mental intelligence was very deficient, and their religious knowledge (beyond answers by rote) very unsatisfactory. Arithmetic and useful knowledge equally imperfect. The schoolmaster, however, evinced the most creditable earnestness in a desire to improve himself and the school. The girls' school exhibited a marked and most pleasing improvement. Evident pains had been taken since my former visit, with unusual fruits. Many of the answers from the younger, as well as older children, evinced minds trained to think, and the religious knowledge attained was most satisfactory. Reading, penmanship, and needlework very good. The Guardians have, in the most liberal manner, placed excellent galleries, with desks, in both school-rooms, at my suggestion, and have also allotted 2 acres for spade labour for the boys: cows, &c. are also kept. I have altogether great hopes that these schools may prove, ere long, among the best in my district, to which they have been newly added.

Dursley.—I regret in not having it in my power to report very favorably of the schools here. At my last and only visit to this Union (annexed this year to my district) I found the girls orderly and cleanly, and fairly instructed in religious knowledge. Having not been able to revisit this Union yet, I refrain from saying more until I have ascertained the result of my last inspection and recommendations.

Gloucester.—Up to the end of the year the school remained in an unsatisfactory state, the boys and girls together being a most unduly onerous charge for the schoolmistress. Nevertheless her exertions had been rewarded by manifest improvement in some respects, especially as regards the girls. A schoolmaster has just been appointed, and increased building has also added to the size of the school accommodations, so that I hope to report great progress next year.

Newent.—The praiseworthy exertions of the intelligent and zealous schoolmistress are always evident here, in well disciplined, cleanly, and intelligent children, whose attainments surpass those in many schools of greater pretensions. Nothing very high is attempted, but elementary instruction in all branches is well and successfully given. No systematic industrial employment is yet provided for the boys.

Northleach.—The boys here have no fair chance, owing to the change in masters. At my last visit there was good promise and much actual progress; since then, there is a new schoolmaster. The girls' school was, as usual, unsatisfactory in every respect, except good discipline, neatness, and needlework. I have prevailed on the Guardians to take extra land for the boys, which at my last visit they were cultivating with great zeal and success. The Board evince great interest in the welfare of the children, and have supplied every requisite for the school-rooms.

Stow-on-the-Wold.—The boys' school was at my last visit somewhat deteriorated: mental intelligence and practical knowledge deficient. The infirm schoolmaster remains. In strong contrast is the girls' school, which is one of the best instructed in my district, but it had dwindled in number to five girls. It is obviously expedient that a schoolmaster capable of giving useful industrial training to the boys should be appointed here, and that the clever schoolmistress should have the younger boys added to her school.

Stroud.—The schoolmaster and schoolmistress obtained another appointment during the summer, and left the school. For several weeks it was comparatively neglected before the new school-teachers were appointed, and my second visit has been consequently deferred until they have had time to reorganize and restore the school. A girl, examined and recommended by me as a pupil-teacher, was precluded from her appointment by this untoward change. As far as my first examination enabled me to judge, I should at the second have been justified in reporting a favorable progress in both schools. The Guardians continue to take a pleasing interest in their improvement. A special Report is elsewhere given (by the governor of the work-house) of the produce of the land, taken at my suggestion, for training the boys in spade labour. Ample means have been also adopted for enabling the girls to learn washing and other household work, without contaminating intercourse with the adults.

Tetbury.—A pleasing little school on the mixed plan. The sister of the late very superior schoolmistress (now matron) has been appointed to succeed her. Religious knowledge, reading, arithmetic, are fairly taught.

* * I have recently obtained this addition to my district.

Tewkesbury.—The boys' school remains much as it always has been. Superior only in arithmetic, but fair in most other branches. The girls' school will doubtlessly rise from the effects of former neglect, under the superintendence of Miss Turner, the new schoolmistress. I have not hitherto succeeded in improving the industrial training for the boys.

Thornbury.—The boys' school at my recent visit was greatly improved. Considering the extreme youth of the new schoolmaster, I was highly pleased with the mental activity, good discipline, and solid attainments the school exhibits. I have seldom seen more promise. The girls' school presents a sad contrast, except in discipline. The schoolmistress is, however, about to leave. The Board of Guardians have acceded to each of my recommendations in a most liberal manner, and have erected excellent galleries, with parallel desks, in each schoolroom, and I have every reason to hope that they will equally adopt my last suggestions as to spade labour for the boys.

* * This Union also was annexed to my district within the year.

Westbury-on-Severn.—The boys' school has suffered greatly from changes, and unfitness of previous schoolmaster. The present one promises to improve its tone, but the want of mental activity and general intelligence

was striking in both schools. The attainments in the boys of the first class were fair in respect of penmanship and arithmetic. There is no industrial training for the boys. The girls' school was not very satisfactory at my last examination of it. There are but few children in it.

Wheatenhurst.—A very small school. Discipline and neatness well preserved. The instruction given was not very satisfactory, as far as I could judge from my last inspection. The schoolmistress still shrinks from examination.

Winchcombe.—A recent change of schoolmistress precludes any satisfactory judgment of the school. The Guardians have provided a nicely-fitted new school-room.

HEREFORDSHIRE.

Bromyard.—A mixed school which promised well under the late schoolmistress, but has been greatly deteriorated by the change. It is never very easy to determine what portion of such ill effect is attributable to change itself (always an evil *per se*), and to the interval of idleness between the two masterships, but in this case I have reason to fear a further relapse. No industrial training for the boys of any sufficiently systematical or continuous kind.

Dore.—There was a certain amount of improvement in the schools here at my last visit. Nevertheless, they were not satisfactory; except as regards the industrial training, which seemed good. Land had been taken and a dairy established, according to my recommendation. Subsequently to my visit, a new schoolmaster has been appointed.

Hereford. These schools, though the teachers are persons of humble pretensions, have gradually improved. In the boys' school the religious instruction is fair, the reading and spelling very fair, and so is the arithmetic. A little useful geography. It is, however, in industrial training that this school excels: from 25 to 35 boys are regularly and effectively instructed in some useful trades, and the greater part in spade husbandry and the management of pigs and cows, under the special tuition of Mr. Bull, who is engaged by the Guardians as superintendent of the land, amounting to eight acres, which the Guardians have taken and put under his skilful charge. I do not think that the industrial training can be much further improved, ably superintended and cared for as it is, alike by the Governor of the workhouse, and Mr. Bull. (See special Report of land produce.)

The girls are removed to a separate building erected expressly for them, where they live entirely apart from any intercourse with the workhouse or its inmates. The arrangements are thus most creditable to the Guardians. The religious knowledge is very good, and the reading and writing in the girls' school very fair. There is a pleasing tone in this school; and the moral influence exercised in it by the schoolmistress is considerable. The chief defect here is in arithmetic.

Kington.—Miss Seabrook, the able teacher at this school, has recently left it. The fruits of her capacity were scarcely so good as might have been hoped for, owing chiefly to her having the sole charge of boys as well as girls. It requires no ordinary skill to conduct and instruct a mixed school of this size efficiently, where the boys, without bodily industry, work. I have not yet inspected the school under the new schoolmistress, but until the boys are, for at least during a part of the day, under the care of a schoolmaster, it is hopeless to expect a very satisfactory result.

Ledbury.—The boys' school is greatly improved under the instruction of a new and zealous schoolmaster. The mental intelligence awakened in a very few weeks amongst boys who were before apparently hopelessly stolid and ignorant was great, and affords another proof how much more progress in education depends on the capacity of the teacher than of the pupil. A considerable amount of useful knowledge of the common arts of life has been taught, and the boys read with less drawl, and begin to show that they

understand the Scriptures; whilst their penmanship and spelling are really good. There is much better discipline than previously. The girls' school was far from being equally satisfactory. The Guardians had not arranged to give the boys the benefit of spade husbandry when I was last there.

Leominster.—Very decided improvement had taken place at my last visit. The Guardians had fitted up a nice airy school-room with every attention to the comfort and progress of the children. Baths and other accommodation, apart from the adults, were also provided for them. A very promising schoolmistress was appointed. The results of her diligence and evident skill in teaching were bearing good fruit in the school. She has, however, been removed; and I have not yet examined her successor.

Ross.—This mixed school is still instructed by the nurse, assisted by a writing and cyphering master, who comes three times a week for the purpose. The children are very well disciplined, and always remarkably tidy and neat. Of mental instruction there is certainly but little, but they are very creditably forward in the rudiments of reading, spelling, and writing. There is as yet no industrial training for the boys, but the girls seem to be well trained in maid-servants and sempstresses work. The nurse will probably be soon enabled to become a schoolmistress. A regular schoolmaster accustomed to spade husbandry is much needed here.

Weobley.—The few children here appear to be as nearly without instruction as possible. There are no school-teachers besides the master and matron of the workhouse.

MONMOUTHSHIRE.

Abergavenny.—This mixed school has been much improved since the new teacher was appointed; but I think she has more work than her strength is equal to, and I have hitherto, in vain, recommended the appointment of a schoolmaster. The improvement was more manifest at my previous than at my last visit. In reading, spelling, and arithmetic, the children were more or less defective; nor is there any sufficient industrial training.

Bedwelty.—A new Union. No school last year.

Chepstow.—This school has exhibited some improvement since my former visit. The boys and girls are no longer taught entirely together; the former being provisionally under the charge of a young man, appointed as industrial superintendent. The girls were more forward than the boys. Land has been taken, on which the latter are a good deal employed.

Monmouth.—A mixed school, under the sole charge of the schoolmistress, who has exerted herself very zealously, with some good results. Altogether there was a manifest improvement. An industrial schoolmaster is, however, much needed for the boys, who seem to have no regular labour.

Newport.—The boys' school had decidedly deteriorated. As, however, the schoolmaster has been since required to resign, I abstain from further comment. Industrial employment on land hired for the purpose, half a mile from the workhouse, has been afforded by the Guardians, and the schoolroom is to be enlarged forthwith. The girls' school at my previous visit last year was not satisfactory; at my second visit I had not an opportunity of examining it, owing to the temporary absence of the schoolmistress.

Pontypool.—A small mixed school. The children present a pleasing aspect; their intelligence is fairly developed, and their attainments satisfactory for their age. The schoolmistress has taken successful pains to improve both herself and her pupils.

SHROPSHIRE.

Atcham.—This large mixed school amply maintained its former high character at my last visit, under the tuition of the newly appointed schoolmaster; Mr. Rowlandson being appointed governor. In very few of the schools in my district are mental intelligence and bodily industry so well

combined with admirable discipline. The religious Scriptural knowledge displayed by the boys is very much above the average. They are also good in reading, spelling, and cyphering, and elementary geography. The girls are almost equally proficient in these branches, and are thoroughly well trained in needle and household work by the zealous and efficient matron. The ground (of which see an account of the produce elsewhere) is well cultivated by the boys, but would be more profitable to themselves and the Union if cows were kept; the crops, as well as the dairy and cowhouse, affording in such case far more extended and useful means of instructive occupation. Additional schoolroom is also greatly needed; improvements which I venture to anticipate ere long, from the enlightened feeling which prevails at the Board of Guardians.

Bridgnorth (Quatt).—The new building, on which I have already reported specially, has caused much less disturbance in the studies and diminution of progress in this excellent farm-school than might have been expected; allowing a slight drawback on this account, the result of my very recent examination developed the same merits I have previously detailed. The numbers, as appears by the Statistical Return, have undergone some diminution.

Church Stretton.—This small mixed school exhibited some pleasing evidences of a more earnest attention on the part of the schoolmistress, who was absent from ill health. Systematic spade husbandry is about to be established here for the boys.

Cleobury Mortimer.—In this mixed school, instructed only by a schoolmistress labouring under physical infirmity, but who exerts herself apparently very creditably, I found some improvement in mental intelligence, as well as in the routine branches, in the first classes, but some notable deficiency in the younger ones. The Guardians have fitted up a new and airy school-room in a most liberal and efficient manner. This school will shortly be transferred to the South-east Shropshire District school.

Clun (Bishop's Castle).—There was no school kept at the time of my last visit, the schoolmistress having resigned her post. The children I collected for examination, with one or two exceptions, were ignorant, and appeared dirty in person and disorderly in behaviour. Ever since I have inspected this district, I have had occasion to lament the very unsatisfactory state of the children in this school.

Ellesmere.—The boys' school here has generally been above par, as regards all branches of purely scholastic attainment. The spelling in the higher, and the penmanship and arithmetic in the lower classes, were not equally good at my last visit. The girls have never been equally well instructed here; religious knowledge, spelling, and arithmetic, are especially defective in this school. It is a subject of congratulation that a fair portion of land has been set apart here for the cultivation of the boys, so far with the best results.

Ludlow.—This mixed school has been very greatly improved by the zealous and able exertions of the schoolmistress. Although no mental aptitude pre-existed here, much intelligence has been imparted. The various routine branches are well taught, and a tone has been given to the school which was never attained before. An industrial superintendent has been appointed to superintend the girls and younger boys, who inhabit wards set apart by the Guardians to their special use, fitted with apparatus for teaching the girls how to cook, wash, iron, &c., without contact with the adult paupers. This system answers admirably, and leaves room only to regret that no equal advantages are yet provided for the boys, which, however, I do not anticipate will be long withheld.

Madeley.—The very few and young children here are imperfectly instructed by the matron, who act also as schoolmistress. This is one of the 4 Unions which will shortly send their children to the South-east Salop District School. There is no industrial training for the boys.

Market Drayton.—The instruction given here is very much improved. The penmanship is excellent, religious knowledge and arithmetic very fair, and reading and spelling are satisfactorily taught. It is a mixed school. The school-room yard and out-offices are such as require immediate attention; they are most unsuitable and objectionable in more respects than one. The apparatus and furniture of the room are defective. These inconveniences will, I doubt not, be speedily altered.

Newport (Gnosall).—This is a pleasing little school, creditably conducted by a schoolmistress of humble qualifications, to the best of her ability. It is apart from the workhouse. This school is now transferred to Mr. Bowyer's district.

Oswestry.—No grant is received by this Union. At my last visit to it the Guardians were still unwilling that the school should be inspected. I believe that hereafter it will be otherwise.

Shifnal.—The very few and young children I always found in this school are not very satisfactorily instructed, but are neat and orderly, and apparently well disciplined.

Shrewsbury.—Signal improvements have taken place here. In the first place, the whole of the school children have, on my recommendation, been moved out of the House of Industry into a separate building with 4 acres of good land, where they live entirely apart from the workhouse, under the charge of the newly appointed schoolmaster and his wife the schoolmistress. This plan has been attended with every possible advantage. The school-room is admirably fitted up with gallery and every necessary apparatus. The schoolmaster is a certificated teacher from the Cheltenham Normal School, appointed on my recommendation by the Board of Directors. The system of teaching is that of Stow's Glasgow school. The intelligence evinced by the children, though most of them were very young, was exceedingly great, and their attainments generally good. In spade husbandry very creditable progress has been made in a few months, entirely under the superintendence of the schoolmaster, though the ground was out of order and the staff of boys was very insufficient, and they were wholly new to the work. The girls are also well taught and trained in needle and household work. This is now one of the most promising and pleasing schools in my district, having been formerly very greatly the reverse.

Wellington.—This is another farm and mixed school, wholly separated from the workhouse, and placed at Waters Upton. Several acres of very poor land are cultivated very creditably by the boys. The prevailing defect in the school is a want of vivacity; otherwise everything is satisfactory, and the progress and improvement made alike in intellectual activity and the ordinary scholastic attainments since my first inspection are very considerable. The schoolmaster aided by the Governor, had also much improved the tone and discipline of the children. The girls are well trained by the matron in needle, household, and dairy work. A pupil-teacher will be appointed shortly.

Wem.—There are usually only very small children here, who are very nicely instructed in elementary knowledge, and seem remarkably well conducted. All older children are sent to work at factories or elsewhere, as soon as of an age to be taken.

Whitchurch.—This small mixed school is still imperfectly instructed; reading, spelling, and useful knowledge are the most neglected. Two or three boys are occasionally employed in the ground.

WORCESTERSHIRE.

Bromsgrove.—In this mixed school there was a marked improvement in Scriptural knowledge, but whether attributable to the schoolmistress or the newly-appointed chaplain I cannot say. In other branches of school instruction I perceived little or no progress since my last visit: penman-

ship alone excepted, which was good. A good schoolmaster capable of teaching spade husbandry and gardening would, I think, be an acquisition here: and instruction in such employment would, I incline also to think, be not less desirable, because nail-making is usually the exclusive resource of the boys who go out to earn a livelihood in this place, and it is highly advisable to add another pursuit to it.

Droitwich.—This is a mixed school. I found much reason for dissatisfaction at my last visit. The children were very deficient in intelligence, and especially in a knowledge of useful things and the common arts of life. The boys also were without bodily labour. The Committee appointed, in consequence of my note in the Visitor's Book, to inquire into the matter, confirmed my report in substance, and backed my recommendation to appoint an industrial schoolmaster and take land for spade husbandry. Its suggestions were adopted by a small majority at this Board, but were afterwards suspended. I cannot report at present either their failure or completion.

Dudley.—The children, or at least most of them, attend a National school.

Evesham.—The schools are in a very unsatisfactory condition. The porter is the only teacher. The boys have learnt from him some knowledge of reading, writing, and arithmetic, but are otherwise very backward. and the girls still more so. There is no systematic industrial training for the boys.

Kidderminster.—The boys' school here is very greatly improved under the diligent and able superintendence of the new schoolmaster: mental intelligence is well developed: and, as far as the bank of sand provided for the purpose can exercise the horticultural powers of the boys, it is done. The girls' school is in every respect inefficiently conducted. A school-room for the boys much wanted. They are now taught in the chapel.

Kings Norton.—This small mixed school exhibited some slight evidences of improved teaching. There is, however, much still to be done in giving practical development of mental instruction. The Board of Guardians have added considerably to the former means of accommodating the children, and for their better severance from the adults, which is a vast improvement. There is no industrial training for the boys yet.

Martley.—This mixed school was slightly improved in Scriptural knowledge, and the penmanship was very fair; mind-teaching and ordinary knowledge of a practical kind were much wanting. The Guardians contemplate a good system of farm gardening, and steps had been taken to adopt it. An industrial schoolmaster is much wanted, and will probably, I think, be procured.

Pershore.—A pleasing improvement in this very small mixed school. No industrial training yet for the boys.

Stanebridge.—The late schoolmaster had raised his school to a fair standard, but he has recently left, and I have not inspected the school subsequently. Spade husbandry has been adopted, and is well conducted here. The girls' school was not equally satisfactory, but the schoolmistress had not been long enough in office to have produced progress, and but little was apparent since my former visit.

Shipston-on-Stour.—The instruction in this mixed school is on the whole very fair. Industrial training is also here much required. This school is now transferred to the district of Mr. Bowyer.

Tenbury.—The two or three children here go to the National school.

Upton-on-Severn.—There is some slight improvement in this mixed school, especially in religious knowledge and reading; the other rudimentary branches are moderate. The girls are not so forward as the boys, and are apparently neglected. The schoolmaster needs the aid of a schoolmistress, and must be wholly relieved of the charge of the girls to make the school satisfactory. Industrial employment is greatly needed here.

Worcester.—The boys' school is decidedly improved, and the girls' school

very satisfactory as regards the older classes, but less so in the lower classes. Industrial training is very much needed here for the boys, and is capable of improvement for the girls.

NORTH WALES.

Bala.—There is no school here.

Bangor and Beaumaris.—The instruction given here had at the time of my visit been much improved by a newly-appointed schoolmaster, who has since left. Systematic industrial training is required for the boys.

Caernarvon.—The boys' school here was decidedly improved: religious knowledge and the rudimentary branches were fairly taught, penmanship especially. Industrial training neglected. The girls' school, on the other hand, manifested neglect; nor was there any point which would justly bear praise. Even arithmetic was almost wholly untaught, though the schoolmistress is fully competent to teach it.

Corwen.—The children (of whom there are seldom 10) go to the National school.

Festiniog.—There were 4 children only when I last visited this Union, and no school.

Holywell.—I was most agreeably surprised with the great progress made in these schools; it was truly creditable to both of the teachers. The schoolmaster is newly appointed, and promises to be very efficient. The amount of Scriptural knowledge attained in both schools far exceeds the average. The activity of thought evinced real mind-teaching; and the routine acquirements were all good. The Guardians have allotted land for the boys to cultivate, which they do well and earnestly; the girls are well instructed in household and needlework, and the schools are now, from having been below par, among the most gratifying instances of improvement in my extensive district.

Llanfyllin.—The routine branches are fairly taught in the boys' school, except spelling, which is very bad. The mind of the boys has been little exercised, and their knowledge of ordinary things is very slight. This is one of the instances in which a competency certificate has, I fear, allayed rather than encouraged exertion. The girls' school is but little inferior to the boys', although the schoolmistress failed, from a total ignorance of arithmetic, to obtain any certificate at my former visit; and I regret that her absence at my last inspection prevented my again examining her. Evidence of some improvement was, I think, apparent in her school. Spade husbandry is taught here to some extent.

Llanryst.—A pleasing and painstaking schoolmistress has been appointed in this new workhouse. She has only a very few children in her charge; and though I do not expect a high standard of education, I feel persuaded that she will do her best. The school had been too recently established to admit of much fruit at the time of my visit.

Montgomery and Pool.—This school was in a lamentable state at my last visit. The room is cold, large, and gloomy. A very few young children were assembled: five or six of the youngest, amongst whom were two or three idiots of an older age, were sitting round the wall in listless idleness; four or five more were standing round the schoolmaster, who is a pauper and a cripple, at a small table, with torn and dirty primers in their hands. They knew and could do next to nothing. There were no schools so bad as this and the adjoining union of Clun in my district last year.

Newtown and Llanidloes.—The schools in this well ordered Union evinced great pains and good progress. The routine branches are well taught in the boys' school; a fair degree of mental activity is developed; the answers to questions testing secular knowledge, as well as Scriptural instruction, were intelligent and thoughtful. Spade husbandry and the management of cows are well taught; the schoolmaster, who superintends the boys in their labour,

having been a pupil of Mr. Garland of Quatt. The girls are also fairly instructed, and a somewhat unusual proportion of them were in the first class. They seemed to be in good training for future industry. The Chairman and Board here have given the best proofs of zeal for the children's welfare.

Pwllheli.—A few little children very unsatisfactorily schooled by an inefficient schoolmistress. I trust they will be removed to the National school, or a fit teacher appointed.

Ruthin.—The Board here have shown every disposition to advance the welfare of the children, but have hitherto been unfortunate in the selection of teachers. The instruction given at my last visit in the girls' school was extremely unsatisfactory. The boys read and spell fairly, and had acquired also a little knowledge of Scripture, but had been much neglected in other respects. There was no industrial training for them. But as a new teacher was to be shortly appointed, it is needless to say more at present.

St. Asaph.—The boys are taught very efficiently, and although I observed no improvement at my last visit, their answers still evinced mind-teaching and intelligence much above the average. In religious knowledge and all the routine branches they were good, and also in geography. Spade husbandry has been commenced, and the boys are improving under it in strength and health. The girls are still instructed in the Church school under the immediate superintendence of the sisters of the Dean of St. Asaph.

Wrexham.—The boys' school is, on the whole, fairly instructed, as regards the upper classes, but merely in the routine branches. They were deficient in mental intelligence. Spade husbandry prospers here, and has produced good results. (See the master's letter.) The girls are, on the whole, fairly instructed.

SOUTH WALES.

Aberaeron.—The children here go to the National school.

Aberystwyth.—In this small mixed school the children were, on the whole, fairly taught in the old method; mental intelligence being, however, very little cultivated. There is no industrial training for the boys. The girls are taught needle and some household work by the schoolmistress. At my last visit there were evidences of much remissness even in the routine instruction.

Brecknock.—A most able schoolmaster has rendered this one of the best schools in my district. It is on the mixed system, containing about 50 children, of whom several are out-door-paupers, or rather the children of parents in the receipt of out-door relief in the town. I do not find that this leads to any ill effect, and is of course an advantage to a class of children little likely to obtain education elsewhere. The mind is instructed here. Religious knowledge is admirably taught. The routine subjects are well attended to. Geography good. The ground is partly cultivated by the boys. Since my visit the Chairman and Guardians (who have evinced much interest in the progress of the children) have supplied the only serious defect I had occasion to point out, namely, a schoolmistress who could instruct the girls in needlework. The head-work has hitherto excelled the hand-work. Each, I anticipate, will henceforth assume an equal importance, and have like attention. If so this will be a model school in all respects. I cannot, however, bestow equal praise on the school-room, which is the Board-room.

Caermarthen.—My visits here have hitherto led to no satisfactory result. The boys and girls are taught together. The instruction was of the least intelligent kind, and there were unmistakeable evidences of a want of order and discipline.

Cardiff.—There is a schoolmaster here in a large mixed school, who produces ample proofs of diligence, and of moderate capacities very success-

fully exerted. The elder boys and girls have been taught to understand, in a great measure, all they read. A good deal of practically useful information; whilst the routine attainments, especially writing, are most efficiently acquired. Nevertheless the schoolmaster cannot be prevailed on, nor is he able, to do himself any sort of justice in an examination. A schoolmistress is appointed since my last visit, at my earnest recommendation, for the same purpose as at Brecknock, Bridgend, and Cowbridge. The children go to the National school.

Cardigan.—The schoolmistress had resigned. At the time of my visit no successor had been appointed, and the few children here were not well instructed, nor is there any continuous industry for the boys.

Crickhowel.—This is another small mixed school, wonderfully improved from its original disorder, under the tuition of the present mistress, who maintains the fair standard she at first acquired, but has not materially advanced on it. Religious knowledge is the best point; there is a fair amount of mind-teaching, and the routine subjects are all fairly attended to. Needlework good. No systematic labour for the boys. Renewed efforts will probably accomplish it.

Haverfordwest.—Separate schools for boys and girls, which have both the advantage of zealous teachers, with the natural fruits in much solid and useful attainment, especially in religious knowledge. Spade husbandry, gardening, and mast-climbing give exercise for the boys, and the girls are usefully trained in work likely to enable them to earn their own livelihood. The discipline is excellent. I think highly of these schools.

Knighton.—This mixed school has less the aspect of a workhouse, and more of a higher class of school, than any in my district. Miss Hodgson, the very competent schoolmistress, has most zealously discharged her duty, and though in some respects the children evinced less ready intelligence than at my previous visit, I found their attainments in most respects fair, and in others very superior to most other schools. Industrial employment is given to some of the boys.

Llandilofawr.—Much improvement has resulted from greater pains, in this small mixed school.

Llandovery.—A very small mixed school, under the care of the former mistress at Llanelly. It has been raised by her from a state of absolute ignorance and neglect, into a very tidy and, on the whole, satisfactory little school.

Llanelly.—A small mixed school, very unsatisfactorily instructed, and by no means improved. The schoolmistress has since resigned her situation. The boys now are well trained in gardening.

Neath.—The children are taught at the National school.

Narberth.—This mixed school was decidedly improved since my last visit, owing entirely to the schoolmistress's exertions.

Swansea.—Much pleasing improvement in the boys' school was manifest here in all respects, and they are not wholly without spade labour, which the schoolmaster superintends. The girls were very ignorant, even of the commonest things, and had been apparently neglected. The schoolmistress has since resigned.

Pembroke.—The hand-work here excels the head-work. Spade husbandry is admirably taught. (See the Report of the master.) In the boys' school there was little to commend, except the reading and spelling; and in the girls' school, still less. The schoolmaster has nevertheless capacity.

APPENDIX B.

TABULATED RETURNS OF NUMBERS OF SCHOLARS AND THEIR ATTAINMENTS.

UNIONS.	Dates of Inspec- tion.	Total Number in School.		Admitted in last 12 Months.		Above 9 Years old.		Read Holy Scrip- tures.		Write on Paper.		Write from Dicta- tion.		Com- pound Addition.		Higher Rules.		Learn- ing Singing.		Geo- graphy.		Spade Hus- bandry.		Trades.		Needle- work.		Lam-try- work or Dairy.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
GLOUCESTERSHIRE.	Cheltenham	47	89	12	10	32	31	20	34	28	24	22	24	22	22	5	1	1	1	42	34	1	1	75	1	1	1	1	1
	Chipping Sodbury	14	22	4	4	6	8	5	11	11	12	6	1	3	6	4	4	10	10	4	1	20	1	1	1	1	1	1	1
	Cirencester	48	46	30	27	18	18	18	16	23	13	12	12	12	4	1	1	48	46	1	1	46	18	1	1	1	1	1	1
	Dursley	20	19	5	2	7	9	14	6	8	4	6	4	10	4	2	1	1	1	3	19	1	1	22	1	1	1	1	1
	Gloucester	27	41	34	31	7	22	7	21	8	16	3	19	12	18	1	1	1	1	3	19	1	1	9	1	1	1	1	1
	Newent	16	20	35	42	14	1	8	2	6	3	1	1	7	3	1	1	3	1	1	1	6	4	1	1	1	1	1	1
	Northleach	12	24	2	9	4	10	6	6	8	10	6	4	4	6	3	1	6	8	1	1	6	4	1	1	1	1	1	1
	Stow-on-Wold	21	12	12	7	10	6	10	6	9	5	3	4	6	6	1	1	7	7	1	1	2	2	1	1	1	1	1	1
	Stroud	41	33	14	15	31	18	18	18	28	18	19	18	10	10	9	1	1	1	1	1	18	14	1	1	1	1	1	1
	Tetbury	1	3	1	2	1	2	2	2	2	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Tewkesbury	21	7	8	13	4	13	4	13	4	8	3	3	7	4	7	1	1	1	1	1	1	1	1	1	1	1	1	1
	Thornbury	26	17	1	4	15	6	6	5	15	7	8	5	12	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Westbury-on-Severn	11	14	5	1	6	4	5	5	6	6	5	5	5	6	4	1	1	7	8	5	5	1	1	1	1	1	1	1
	Wheatenhurst	7	6	1	1	1	1	3	3	3	3	4	2	3	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1
	Winchcombe	11	7	4	2	6	3	3	8	5	5	3	1	1	3	3	1	1	1	6	3	1	1	5	1	1	1	1	1
HEREFORDSHIRE.	Bromyard	9	9	4	3	7	5	4	4	4	4	4	4	8	8	1	1	1	1	1	1	2	2	1	1	1	1	1	1
	Dore	6	14	5	9	1	5	1	3	1	3	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1
	Hereford	49	26	20	13	33	18	19	9	19	13	6	9	27	29	1	1	1	1	1	1	22	11	1	1	1	1	1	1
	Kington	19	7	3	5	13	3	12	1	14	2	5	1	10	1	1	1	1	1	1	1	4	4	1	1	1	1	1	1
	Leadbury	29	20	4	4	16	8	16	10	14	14	8	14	24	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Leominster	October	14	19	14	9	7	3	1	7	6	2	3	4	2	3	5	1	1	4	9	8	5	8	1	1
Ross	March	25	26	16	16	1	12	3	1	7	6	2	4	6	3	6	8	10	14	14	6	9	12	23	3
Weobley	December	8	10	4	7	4	3	2	3	3	3	3	3	1	1	6	10	14	14	9	1	8	10	23	3
MONMOUTHSHIRE.																									
Abergavenny	December	12	18	5	6	8	10	6	9	7	10	6	9	6	6	6	10	12	18	18	18	18	23	3	3
Chepstow	April	26	18	9	5	16	9	14	9	13	6	8	3	11	7	11	12	12	11	11	11	12	23	3	3
Monmouth	April	18	16	7	5	8	7	9	7	7	6	7	3	7	4	7	6	7	11	11	11	12	23	3	3
Newport	April	24	38	8	21	17	20	11	13	12	10	11	12	13	7	13	10	12	12	12	12	12	23	3	3
Pontypool	December	17	3	15	3	5	2	4	1	2	2	3	2	3	1	3	2	2	1	1	1	1	23	3	3
SHROPSHIRE.																									
Atcham	November	42	30	12	12	18	10	22	6	23	8	23	8	22	6	22	8	10	7	11	11	11	30	10	10
Bridgnorth	July	23	16	7	7	14	8	12	4	12	4	12	4	16	12	16	4	23	10	16	16	12	30	10	10
Church Stretton	November	10	10	2	3	5	3	6	6	6	4	5	4	5	12	13	4	10	12	12	12	12	30	10	10
Cleobury Mortimer	August	15	11	9	5	5	5	5	4	5	4	2	2	3	3	3	1	1	1	1	1	1	29	17	17
Clun	July	12	13	10	12	12	12	4	3	4	4	2	2	3	1	1	1	1	1	1	1	1	29	17	17
Ellesmere	November	43	33	18	14	8	8	13	10	13	12	20	6	20	10	10	4	13	17	17	17	17	29	17	17
Ludlow	August	17	19	5	2	7	11	7	6	12	10	6	4	7	5	7	2	10	4	4	4	4	29	17	17
Madeley	October	3	5	1	2	1	1	20	1	1	1	1	1	2	1	1	1	1	1	1	1	1	29	17	17
Market Drayton	October	38	12	12	5	12	4	20	5	19	4	9	1	6	1	6	1	24	7	7	7	12	29	17	17
Newport	October	5	4	1	2	12	2	2	2	4	2	2	2	3	1	3	1	1	1	1	1	1	29	17	17
Oswestry	October	15	5	8	2	12	3	2	2	4	2	2	2	7	1	1	1	1	1	1	1	1	29	17	17
Shifnal	November	30	11	7	5	24	8	17	6	18	5	10	1	8	1	8	1	30	11	11	11	17	29	17	17
Shrewsbury	October	7	11	3	1	1	2	3	1	3	1	3	1	2	2	2	2	6	3	6	6	17	29	17	17
Wellington	November	10	7	2	1	6	1	4	3	5	3	4	3	4	1	4	1	1	1	1	1	1	29	17	17
Whitchurch	October	10	7	2	1	6	1	4	3	5	3	4	3	4	1	4	1	1	1	1	1	1	29	17	17
WORCESTERSHIRE.																									
Bronsgrove	October	14	17	7	8	12	6	3	1	6	3	3	3	3	1	4	3	14	17	17	17	17	17	17	17
Droitwich	July	20	14	1	1	1	1	6	1	10	1	9	1	4	1	4	1	1	1	1	1	1	17	17	17
Dudley	December	20	18	8	6	12	7	9	3	10	4	4	4	8	4	8	4	1	1	1	1	1	13	13	13
Evesham	July	19	17	9	6	11	4	4	5	5	5	5	5	8	3	8	3	1	1	1	1	1	13	13	13
Kidderminster	October	10	8	1	1	2	4	4	5	5	5	5	5	8	4	8	4	1	1	1	1	1	13	13	13
Kings Norton	July	10	8	1	1	2	4	4	5	5	5	5	5	8	4	8	4	1	1	1	1	1	13	13	13
Martley	October	20	19	7	6	9	6	8	4	7	3	3	3	6	2	6	2	1	1	1	1	1	13	13	13
Pershore	March	7	8	1	2	5	3	4	2	5	2	2	2	4	1	4	1	1	1	1	1	1	13	13	13
	December																						13	13	13

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General Report, for the Year 1851, by Her Majesty's Inspector of Schools, JELINGER C. SYMONS, Esq., B.A., Barrister-at-Law, &c., on the Parochial Union Schools inspected by him in the Western Counties of England, and in the Principality of Wales.

MY LORDS,

The Vineyard, near Hereford, 9 March 1852.

THE chief features of the system of workhouse school instruction which I had the honor to present to your notice in my last Report, need not be repeated in this. They are not changed.

The teacher of the workhouse school almost always determines its character by his own: to improve him is to improve it. He should have qualifications not usually met with for realizing all the results that are derivable from the opportunities of his position; and qualities no less peculiar for surmounting its difficulties.

I have striven to improve the teachers in my district as a point of cardinal duty, and not wholly without success; but so great a work may not be effected by any inspection, however assistant or instructional it may be.

Neither is it possible to effect the object by getting rid of incompetent teachers, for even where the Guardians put the selection of a fit successor into the hands of the Inspector, as frequently happens, he is generally unable to find one, and the mischief of a change has been caused without a compensating benefit. This difficulty is increased by the recent regulations which restrict our efforts to aid the transfer of the more efficient teachers to the more important schools. Could this have been freely done, a greater advance might have been made.

The system of payments graduated according to merit was working well in stimulating improvement, when the capitation fee was introduced (by the circular letter from the Poor Law Board, dated 6 May 1850) which rendered the schoolmaster's reward a good deal dependent on a standard often irrespective of the labour done or the capacity evinced.

The reductions of salary made in pursuance of this principle have operated very unhappily. In some cases the school has increased and yet the salary has actually been diminished. In fact, in all very small schools, where the teacher had a

Competency or Efficiency certificate and a slight increase took place in the children, that anomaly occurred directly the new system came into operation. The teachers so placed complained much of the hardship, but there was no remedy. In some cases the school-teachers threatened to leave, and the Guardians, I think, in seven Unions made up the amount from the rates.—Such are the evils of the capitation fee. Its advantages—those at least which probably suggested its adoption—are these; that it apportions pay to labour more nearly than before, and that it may be supposed as likely to produce a gradual re-distribution of teachers; those capable of the higher certificates seeking and obtaining the posts where there are the largest number of scholars. I do not find that this has been the case; the Guardians in nine cases out of ten like to retain the good teacher, whether their school be large or small; and where I seconded an effort on the part of a teacher who wished and had already tried to procure this sort of change it was met by angry remonstrances on the part of the Board, and the payment of the difference to the schoolmistress in order to induce her to remain. This is not, however, always so: the Thornbury Union, finding that their schoolmaster was deemed competent to be the assistant schoolmaster at the South-east Salop District school, very handsomely promoted his advancement to that post; in which he has been accordingly placed.

I am strongly disposed to think that, so long as the present system obtains of keeping the children in workhouses at all, we cannot improve on the system at first adopted of paying the teachers; and I sincerely hope that it may be at once restored.

If there were a possibility indeed of inducing Boards of Guardians to combine for district schools, it might be otherwise; but there is no effort made to obtain them. The old system of paying according to desert and capacity is the best. Both the Boards and the teachers were satisfied with it, which is not the case now.

The following is an abstract of the changes which have been effected during 1851 in the degrees of competency among the teachers:—

Class of Certificate.		1850.	1851.	Increase.	Decrease.
EFFICIENCY.					
1st. Class	- -	1	1	—	—
2d	" - -	1	1	—	—
3d	" - -	3	3	—	—
COMPETENCY.					
1st Class	- -	3	3	—	—
2d	" - -	4	7	3	—
3d	" - -	11	3	—	8
PROBATION.					
1st Class	- -	13	16	3	—
2d	" - -	14	13	—	1
3d	" - -	14	16	2	—
PERMISSION.					
1st Class	- -	8	9	1	—
2d	" - -	2	4	2	—
3d	" - -	4	—	—	4
		78	76	11	13

The number of the children in my district has again decreased. The Table B in the Appendix gives as much detailed statistical information on this head as will probably prove useful. It results as follows:—

	1850.	1851.	Decrease per Cent.
Boys	1,621	1,470	9·31
Girls	1,346	1,237	8·09
Total	2,967	2,707	8·76

The instruction given in the schools of the larger portion of my district is certainly again improved, though it is still far from amounting generally to that child-training in mind, morals, and industry, which can alone uproot pauperism effectually. Nevertheless, by dint of constant admonition and the salutary effect of inspection most of the school-teachers make good efforts, not without fruits.

It will, perhaps, answer what I conceive to be among the chief objects of a Report, if I give a short account of each school, and its general features.

GLOUCESTERSHIRE.

Cheltenham.—The boys' school has never been from the first in a satisfactory state, though in last summer there had been evidently some pains taken to improve it. The teacher is capable of better things. Nearly all the boys

work regularly in the ground, which is of large extent. [See Agricultural Report.]

The girls' school is insufficiently instructed. It is large, and the schoolmistress does her best. The Guardians have made arrangements for teaching the girls to wash, cook, &c.

Altogether very creditable means have been adopted by this Union to give efficient industrial training.

Cirencester.—The boys' school has been for some time very insufficiently instructed; the master being nevertheless an amiable, and, to a certain extent, painstaking person. The girls' school is very well taught by the wife of the schoolmaster.

Spade husbandry is taught to the boys in 2 acres of land, but not on a sufficiently broad or instructive system.

Chipping Sodbury.—Two schools. I cannot report any further progress here.

Dursley.—Two schools. The schoolmaster has exerted himself, and there is some little improvement. Good discipline is apparent.

Gloucester.—Two schools. The boys are certainly better instructed than they were; still, the progress has been less marked than I hoped to see it. The girls' school is decidedly improved. There is still no industrial employment for the boys, who are reared in bodily idleness. The Guardians procured an acre of ground to set them to work on, but it has been taken away for the use of a railway, and unless a district school is established for this Union (Tewkesbury and Cheltenham)—the only rational plan—there is small chance of any remedy. The boys suffer lamentably, and are in great measure shut out from future means of livelihood by the present system. Few Unions need a district school more; and many, if not all, of the Guardians, are alive to its necessity.

Newent.—Mixed school. I have precisely the same report to give as last year of this pleasing little school.

Northleach.—Two schools. There is an improvement in the girls' school, but none in the boys, who have lost a most intelligent master, whose place cannot be expected to be so effectively filled by his younger brother, who evinces much desire to improve. The ground is cultivated to great advantage. These schools are too small to work well separately, and it is desirable to think about their junction.

Stow-on-the-Wold.—Mixed schools. They were separate. I recommended their junction, and the pauper schoolmaster, whose dismissal I also recommended, so far bore out my opinion by his own subsequent misconduct that the object was accomplished, and the boys are now far better instructed by the able schoolmistress, who thinks the mixed system answers best.

Stroud.—Two schools. The present schoolmaster and mistress, if they are permitted to remain, will make these schools very creditable to the Union. I have reason, however, to fear that their stay will be short, and the schools again exposed to the evils of an interregnum, and the drawback of constant vicissitude. I am happy to say that a most active chaplain has been just appointed.

The field gardening goes on very tolerably.

Tetbury.—Mixed schools, as before.

Tewkesbury.—Two schools. The boys' school is moderately well taught in all the ordinary routine. Mental knowledge and intelligence are always in arrear here. No systematic out-door work. The girls are not as well taught as they might be by the schoolmistress. Altogether, this school is below the average.

Thornbury.—Two schools. The boys' school is exceedingly advanced. They also now learn spade husbandry, under the superintendence of the able and promising young schoolmaster. The girls have a new teacher: there is small fruit from her exertions yet. The Board promote the welfare of the schools assiduously.

Westbury-on-Severn.—Two schools. I cannot report very favourably of either of these schools. No industrial training for the boys.

Wheatenurst.—A very small mixed school. The schoolmistress will not be examined.

Winchcombe.—Mixed school. Very fairly instructed by the new mistress; but the boys here are reared as girls, and one or two are made to nurse babies!

MONMOUTHSHIRE.

Abergavenny.—A mixed school, which at my visit last year was disimproved. It had formerly been satisfactorily instructed in religious knowledge, arithmetic, and geography.

No industrial employment is yet afforded to the boys.

Chepstow.—A mixed school, fairly taught by a schoolmistress of moderate abilities. The boys are occasionally employed in spade husbandry under a superintendent, and the girls are regularly instructed in needle and household work. No great progress in scholarship is to be expected. The number of young children are an inconvenience in the school-room. The land for the boys is too far from the school (nearly one mile), and was not well cultivated.

Monmouth.—This school is also a mixed one, under a schoolmistress, who is not competent for such a charge.

The room is badly situated, and the elder girls are frequently at work in the women's side, employed chiefly in nursing. Three or four of the boys only are taught spade husbandry, the land being at some distance from the workhouse, which is in the town. I regret to be unable to report any favourable prospect here.

Newport.—Two schools. The boys have never been very efficiently taught. They have had, moreover, the disadvantage of a frequent change of schoolmasters. The apparatus deficient. Field labour for the boys very imperfectly carried out.

The girls' school is one of the worst in my district. Fittings, maps, &c. most defective.

Pontypool.—Usually a very small mixed school of humble pretensions. No industrial training for boys. This school has recently increased in number, but not in efficiency. The fittings and apparatus are very liberally supplied.

SHROPSHIRE.

Atcham.—I have little to add to my last year's Report of this well instructed mixed school. The largest mixed school (75) under one teacher I ever remember to have met with. The instruction of the girls is, however, inferior to that of the boys. The industrial training seems to be of the most efficient kind for both sexes, which is greatly to be attributed to the zeal of the master and matron.

Bridgnorth. S. E. Salop District School.—This excellent establishment maintains its character, making due allowance for the drawback experienced through the difficulty of obtaining fit assistant teachers, which, however, I think will soon be overcome. Both schools are now mixed. The farm produce is less than usual, owing to the quantity of land recently broken up. I find very few of the children from the other three Unions, which is partly owing to the fact that they do not send all their children from the workhouse to the district school, but retain them there. This is a great abuse, which should be remedied.

Church Stretton.—A mixed school. The instruction given here is improved in the school. There is not much industrial training for the boys, but those who work work well. The number is too small to admit of much being done.

Cleobury Mortimer.—The bulk of the children here being removed to the South-east Salop District School, I have ceased to inspect this workhouse school. I understand, however, that it still exists.

Chun.—The school (a mixed one) is much improved. A new schoolmaster being appointed who has in some respects taught the children very fairly. In other branches they are still deficient. They are, however, very orderly, and a perfect change has been effected in their general discipline and aspect.

Ellesmere.—There is no change here to record.

Ludlow.—This school has been steadily progressing under the instruction of the present schoolmistress, aided by the judicious system established by the Board of Guardians for giving the girls industrial training in household work apart from the adults. The boys require a similar provision.

Madeley.—The children are removed to the South-east Salop District School.

Market Drayton.—My inspection of this school is suspended, the Guardians having refused to allow the children to have maps in the school, and the grant having been consequently withheld.

Oswestry.—A schoolmaster and mistress have been appointed here, and the schools are now under inspection. The boys' and girls' schools are separate.

The progress made was on the whole tolerably satisfactory for the short time the schools had been opened at the period of my visit.

The school fittings and apparatus are extremely defective, but I believe will be shortly improved. The boys learn spade husbandry, for which there is ground adjacent to the house.

Shiffnal.—As before.

Shrewsbury.—Mixed school. A falling off here is beginning to manifest itself; a subject of deep regret in an establishment of so much previous promise. The land is well cultivated.

Wellington.—This mixed school is decidedly deteriorated. The want of vivacity named in my last Report is now a sombre dulness almost amounting to torpor. Mental intelligence departs with mental activity. If more life is not infused into this school the effect on the children will be prejudicial.

Wem.—A new teacher, but at present not any very decided fruit.

Whitchurch.—I have the same Report to make of this small school as before. It is very imperfectly instructed.

WORCESTERSHIRE.

Bromsgrove.—I found this school so very backward that I recommended the withdrawal of the grant.

Droitwich.—A new schoolmistress is appointed here, with much promise of doing good. The intentions of the Board as to industrial training have not been carried into execution.

Dudley.—As before. I examined the children, and found them very ill-instructed.

Evesham.—A mixed school. The porter still the only teacher; but a slight improvement was manifest.

Kidderminster.—The boys' school is in an excellent state of instruction. It reflects high credit on the master. Spade husbandry continued. The girls' school, as before, is ill-instructed.

Kings Norton.—This small mixed school is not advancing in mental instruction. The children are not made to think sufficiently, nor taught the science of common things usefully.

Martley.—I cannot report very favourably of this mixed school. It assimilates to the last. The industrial system improved.

Pershore.—I recommended that the half-dozen half-taught children who are here should be sent to the National school, which has been done.

Stourbridge.—I am not satisfied with the schools here. There is much shortcoming in both. Land is cultivated by the boys.

Tenbury.—The children attend National school.

Upton.—This mixed school is a little improved, but too much crowded. More space is essential in the schoolroom.

Worcester.—The boys' school is much in the same state as before. The Board of Directors has assigned some land for industrial training; a great improvement, which I have long endeavoured to effect. The first and second classes in the girls' school were very well taught. The classification, owing to the arrangement of the building, is defective, and the children cannot be kept sufficiently apart from the adults.

NORTH WALES.

Bala.—No school here.

Bangor and Beaumaris.—The changes in the teachers have tended to retard the progress of the instruction in these schools, which the Guardians are anxious to promote. The boys' school was, however, promising fairly at my last visit under another new teacher, who in his turn is about to be succeeded by a new one. Spade husbandry was to be immediately commenced.

Caernarvon.—I have nothing new to report of these schools.

Corwen.—The children still go to the National school.

Festiniog.—I have not been again to this Union, for the same reason as stated before.

Holywell.—The boys' school, I regret to say, had fallen off, except in singing, which has probably had too much attention. The new pupil-teacher will probably improve it. The girls' school maintains its high character. The Guardians have always evinced great interest in the welfare of these schools. The apparatus and fittings require renewing.

Llanfyllin.—New teachers, but no new fruits. These schools are much below the average. The fittings and apparatus are very defective and old. The spade husbandry is the only really satisfactory point.

Llanryst.—My hopes are not fulfilled. The few children in this mixed school are very little instructed.

Montgomery and Pool.—The same schoolmaster continues. He will, however, soon be replaced by a schoolmistress. The salary of the schoolmaster has been withdrawn.

Newtown and Llanidloes.—The schoolmaster and mistress, who were doing so well at my last visit, are married, and have gone to the Oswestry school. They are succeeded by teachers in both schools who are less competent at present, and the effects are visible.

This is also an industrial school, with spade husbandry. Cows are kept and attended by the boys.

Pwllheli.—My recommendation to send the handful of ill-taught children here to the National school, has been adopted.

Ruthin.—A new schoolmaster, who deserves a trial. A new schoolmistress, who will not have one, as she declines being examined. The boys were obtaining something like instruction, the girls utterly without any. New fittings much needed here.

St. Asaph.—I have no fresh report to make. Each school remains as it was. Spade husbandry well done.

Wrexham.—An improvement in each school. Spade husbandry flourishes here, and profits both the Union and the boys.

SOUTH WALES.

Aberaeron.—The children go to the National school.

Aberystwyth.—I have not revisited this little school since February; but I hear it is improved.

Brecknock.—This very pleasing and efficient mixed school maintains its character fully. The only drawback is the want of a schoolroom. The children are still taught in the Board room. Spade husbandry is indifferently maintained. The schoolmaster's salary raised again.

Caermarthen.—This mixed school has been more uniformly and hopelessly bad than any other in my district for the last four years. Changes of teachers seem to produce no changes of systematic neglect alike of the mental and physical discipline of the children. The appearance of the schoolroom is a type of their minds.

Cardiff.—Both schools are in a satisfactory condition. The schoolmistress is promising, but I regret to say likely to leave. The industrial training is not efficiently carried out.

Bridgend and Cowbridge.—The children go to the National school.

Cardigan.—The same state of things continues. The children are without a teacher.

Crickhowell.—A pleasing and very successful mixed school. Much improved in arithmetic and other branches previously defective.

Haverfordwest.—Both boys' and girls' schools were improved. Spade husbandry effectually done. Both teachers doing their duty in an earnest spirit, with corresponding fruits.

Knighton.—A new schoolmistress. The school is disimproved, especially in religious knowledge and mind teaching. A great many suspicious answers by rote. The new teacher is, however, not without promise.

Llandilofawr.—A mixed school, fairly instructed on the whole.

Llandoferly.—This little mixed school was suffering under the illness of its teacher, and the natural effects of her enfeebled power or entire absence.

Llanelli.—The new teacher is of the old stamp, and the scholars, were it not for the benevolent instruction afforded them by some ladies on Sundays would, I believe, know nothing. The schoolmistress is to be shortly replaced by a new comer.

Neath.—The children are now taught in the workhouse school, and a teacher appointed, who, unfortunately, cannot teach. The children were tidy, orderly, and ignorant.

Narberth.—The improvement I reported last year is fully maintained.

Swansea.—The girls are somewhat better taught. The boys much the same as they were.

Pembroke.—The children in both schools are indifferently instructed. A change of teachers will shortly take place. Industrial training good.

It will be seen from this short summary of the progress and character of the different Union schools in my district, that on the whole they present many pleasing instances of improvement, notwithstanding the untoward circumstances under which all schools in workhouses must ever labour. It is at least a source of satisfaction to me to know how largely I have succeeded in introducing industrial labour where none existed before. I believe I may safely say, that in no single instance has this step been repented of by the Boards who have adopted it. Much of the mental instruction has been likewise improved;

and this has taken place almost in every Union where the industrial training has been adopted.—So surely does the improvement of mental and bodily faculties advance *pari passu*, where both are cultivated.

The land dug by the boys is yielding everywhere a fair produce, and under the worst circumstances entails no loss. I append returns* obligingly sent to me of the produce and expenses of several of these little school farms. In many cases considerable profit arises from such experiments.

We do not manage, any more than we professed, to turn out skilled labourers, or realize enormous gains; but we are succeeding admirably in making handy work-children, fit and able to work well and cleverly, and this out of a body of children who were previously wallowing in idleness; and though we do not very sensibly diminish the poor rates, we show a fair produce of actual profit, with a good earnest that we are in all probability avoiding future burdens, by the permanent metamorphosis of lazy little paupers into industrious labourers.

The industrial training of the girls has been a subject of the utmost interest to all the really intelligent Guardians with whom I have been placed in communication.

In some Unions, as at Cheltenham, Stroud, Hereford, Ludlow, Atcham, &c., arrangements have been most creditably made to give the benefit of a thoroughly practical training in household duties, washing and ironing included, to the girls in the workhouses.

I have to report favourably of the bulk of the schools, as regards the fittings, books, and apparatus. My recommendations of such additions or changes as I deem expedient are very generally fulfilled at once. In some one or two instances the interference of the Poor Law Board has been requisite, and in all (with a single exception) has been effectually made.

It is to be wished, that some fitter method of stimulating the improvement of the instruction given, could be adopted than that of stopping part or the whole of the salary of the teachers, from the Parliamentary grant alone; the immediate result of this being merely to levy it on the ratepayers, without giving them the means of altering the sum *they* are bound to continue to the school teacher. Here is the hardship of the case: If the only salary paid to the teacher were the salary obtained from the grant, it would be otherwise, but it is not so. The Guardians may not diminish their salary, at least without the sanction of the Poor Law Board. This sanction is frequently withheld; and besides the hardship of mulcting the ratepayers for the ill deserving of the school teacher, he or

* Vide Appendix A.

she goes harmless, and, however remiss, is protected from the salutary check which the prospect of diminished pay for diminished desert would have over their conduct; and they are thus often enabled to disregard both Board and Inspector, and neglect their school almost at their pleasure. Not until the case becomes very gross does the Inspector probably feel it right to recommend a total withdrawal of the grant. The only inducement the Inspectors can well exercise is that of an increase of salary for the improvement of schools. This has had a very good effect in my district; but the evil still exists of the all but impossibility of lowering the salary afterwards should there be a relapse, which unfortunately sometimes happens.

I experience no further impediments to the improvement of the schools from the selfish prejudice against it, on the ground that other children are often less well instructed; nor have the efforts made to foment this prejudice had any perceptible effect. The justice and wisdom of taking good schools instead of bad ones as a standard, seems to be appreciated even by the dullest minds among honest men; and the dishonest opponents of the education of the poor begin to find it a useless sophism that instruction is to wait on worldly welfare, and that the education of paupers is to be limited by their need for, and inability to obtain it. According to every principle of sound social economy, it is evident that for no class are more efficient schools required than for the criminal and outcast classes. The more inveterate the disease, the more skilful the physician, and the more potent must be the medicine, if we really wish to cure the patient and uproot the malady. That the schools out of workhouses are often very inferior to those within them is a fact merely indicative of the low standard and defective education for the people which still survive the zealous efforts made to improve it. A few years further experience and inspection, with the increased and increasing light thrown on the subject by science and common sense, will probably, under God's blessing, have largely advanced the character and efficiency of the schools for the independent poor; but I see no chance of commensurate improvement in workhouse schools for pauper children.

The fatal fact that to domiciliate a child in a workhouse is to give it a practical lesson all day long that a workhouse is its home, and dependence its natural life and livelihood,—can never be effectually overcome, until pauper children are placed in district schools, where they cease to be called paupers, and where they really (and not nominally) work for and earn their own living. We must unpauperize them as children (at any rate

by dissevering them from all the associations and contingents of pauperism,) before we can hope to make them shun pauperism as adults. The cases in which they now willingly return to that debasement, feeling it no debasement, are of frequent occurrence. They go out to places where a violent and total change takes place, for which they have been in many instances utterly unprepared, and even inured to precisely opposite habits and duties;—from a state where the mind alone was exercised, and the body fed and reared in idleness, to a state where their minds are taught nothing, and their bodies are worked from morning till night, at occupations, moreover, which they have been wholly unfitted to discharge. Disgust on the one part, and dissatisfaction on the other, ensue, and the child joyfully takes refuge again in his old home, the idea of shame or degradation in the resumption of the old badge never once so much as crossing his mind. As regards inaptitude for work, and the chances of return to the workhouse, true it is that where effective industrial training is given even in workhouses, these evils do not ensue to the same extent, but still the remembrance of the workhouse *home* remains indelible, and diminishes the reluctance through life to return to it, and its demoralizing influences operate to the last. The system of allowing the children either to assist the adults in work, or to associate with them whenever the classification is imperfect, is productive of vast moral evil; and in many workhouses it cannot be remedied or obviated.

The natural operation (sure though generally slow) of reason upon English opinion is developing itself on the subject of district schools. There is a much more general disposition in their favour than when the subject was first introduced to public notice in this district. I think, nevertheless, it is essential that another Act of Parliament should be passed for rendering the measure compulsory, with a few modifications and additional provisions; especially as the Guardians themselves often express a wish for it. But I am by no means convinced, that due pains being taken, there might not be a *few* more established even under the present powers for doing so. There are two or three groups of Unions so circumstanced that this would be a beneficial step to them as well as the children.

The past experience in the principle of district schools has been thoroughly borne out by, and justified in, the South Eastern Salop District School. In district schools which may have presented less apparent advantages and some evils, it will be found that the evils result from certain abuses or defects in the officering of the establishment, or in the administration of

the system, *which are nowise inherent in the principle.* It is to be lamented that one or two friends to the better education of pauper children should have mistaken such defects of management for permanent objections. A little consideration will, however, shew that they have no such character. Among them is the obvious abuse of retaining children in the workhouses instead of sending them all to the Union school. The expense of sending to and fro even the least permanent class is not for a moment to be placed in the scale against the manifest mischief of keeping them in workhouses, especially where the former school discipline and establishment no longer exist there. I foresaw this, and suggested the means of obviating this gross abuse, in the first report which I had the honor to address to your Lordships on this subject. In the Metropolitan District Schools, I understand that no such malpractice obtains, nor does any inconvenience supervene from frequent transits.

A very interesting account of farm schools on the continent has been recently embodied by Monsieur Ducpetiaux, Inspector General of Prisons in Belgium, in a report to his government. He collated it to assist in the organization of a great reformatory farm school at Russelede.* It is satisfactory to find so many practical evidences of the soundness of the recommendations the Inspectors of Union schools have made of district farm schools. No less does the adoption by the Belgian government, as a conclusion drawn from such examples, of a large district school at Russelede, show that general experience is in favour of the Inspectors' recommendation of large rather than small district schools. This principle may, however, like all others, be carried too far; and I have seen no reason to modify my original suggestion as to the number of children to be grouped in the same school, and which falls below that of the establishment being formed in Belgium. It is impracticable to carry out the family grouping of the number we have to deal with, entirely on the model of the plan pursued; for example, at Neuhoef, near Strasbourg, where about every dozen children form a separate family, with its distinct male and female head, termed "house-father and mother." It is, however, quite practicable, to group and house each *class* separately, with a superintendent to each. This would be a great gain over the present workhouse system, where no distinction whatever is made, and old and young, innocent and vicious, herd indiscriminately together. There is no doubt of the efficiency of the family system for the train-

* A useful abstract from this Report has been just printed in a paper on the subject, read to the Statistical Society of London by Joseph Fletcher, Esq.

ing, both in morals and industry, of the children. It must, however, be kept within bounds commensurate with the funds, and also with the necessities of the case.

I sincerely trust that the entire system of managing and educating pauper children, with a view to their improved religious and industrial schooling, will shortly engage the earnest attention of Parliament.

I have the honor to be, &c.

JELINGER C. SYMONS.

*To the Right Honorable the
Lords of the Committee of Council on Education.*

APPENDIX A.

RETURNS OF FARM and GARDEN PRODUCE.

DEAR SIR,

27 March 1852.

THE Governor has been unable from ill health to comply with the wish contained in your letter of the 8th instant; and wishing to avoid further delay has requested me to reply to it.

I forward you herewith his garden account for the years ending Lady-day 1849, 1850, and 1852.

The disease in the potatoes created greater havoc in the past than any previous year, destroying three fourths more of the crop than is credited in the account—that produce, the milk and butter are all charged at very reduced rates.

The master is of opinion that the increased employment of the boys in the cultivation of the land has a very salutary effect, as invigorating and rendering them more eligible for out-door employment on quitting the workhouse, but he is not disposed to think that owing to the limited extent of the land under cultivation, viz. $3\frac{3}{4}$ acres, of the system (spade husbandry) adopted, it goes very far towards qualifying them for farmers' laborers.

Mr. Lane is looking forward on the completion of the workhouse drainage to considerable benefit to the garden, from the liquid manure. He begs me to add that he shall be happy to supply you with any further information in his power.

I am, &c.

J. C. Symons, Esq.,
Her Majesty's Inspector of Schools,
Privy Council Office.

(Signed) JAMES BIRR.

GARDENING ACCOUNT OF THE CIRENCESTER UNION.

TO LADY-DAY 1849.

	£	s.	d.		£	s.	d.
Lost by exchange of cow stock	-	2	8	6	By cash for broken stone and coal ashes	-	19 11 2
Hay	-	10	5	0	By cash from in-maintenance account for milk	-	34 14. 1
Straw	-	3	19	2	" " butter	-	12 4 9
Four store pigs	-	16	9	0	" " potatoes	-	49 7 0
Pigs' food	-	19	5	6	Fat pigs	-	44 8 1
Seeds, pots, garden seeds	-	4	11	4			
Rent, &c.	-	27	14	0			
Balance	-	75	12	7			
	£	160	5	1		£	160 5 1

TO LADY-DAY 1850.

	£	s.	d.		£	s.	d.
Store pigs	-	15	11	0	Cash for fat pigs	-	26 16 2
Pigs' food	-	10	0	10	" milk	-	40 16 1
Manure	-	3	17	0	" butter	-	11 17 3
Straw	-	5	8	1	" potatoes	-	47 1 7
Hay	-	11	12	10	" coal, ashes, and stone	-	2 18 3
Seed and plants	-	2	6	3	" two calves	-	1 5 6
Rent	-	27	14	0			
Balance	-	54	4	10			
	£	130	14	10		£	130 14 10

TO LADY-DAY 1852.

	£	s.	d.		£	s.	d.
Pigs and pigs' food -	-	60	13	8	Cash for potatoes -	-	28 15 3
Exchange of a cow -	-	0	5	0	„ butter -	-	10 1 0
Straw -	-	16	7	0	„ milk -	-	24 4 2
Manure -	-	3	3	2	„ fat pigs -	-	72 15 5
Seed potatoes, &c. -	-	7	3	4	„ calf -	-	0 16 0
Plants and seeds -	-	3	4	0	„ broken stone -	-	11 16 0
Rent -	-	27	14	0			
Balance -	-	29	17	8			
	£	148	7	10		£	148 7 10

*Union Workhouse, Northleach,
23 March 1852.*

HONORED SIR,

PRESSING engagements prevented my replying before to your inquiries of the 10th instant, respecting the cultivation of the ground rented by the Guardians of this Union Workhouse.

Last year I had the honor of sending you a statement of the accounts for the year ended March 1851. I now beg to inclose one for the year ended March 1852, with a few observations on the success which has attended the system of employing the boys in spade husbandry. You will perceive that a large profit is shown on pig fattening; the reason is, that I have reckoned nothing for the offal from the garden nor the wash from the house, which was given to the pigs—the statement shows the exact expenditure and value of produce from the garden and piggery at a fair market price. We reserve nearly enough potatoes for seed at digging up time, which are not brought into the accounts. Last year our crops were much better than the one before.

Previous to 1850 we had but a small vegetable garden belonging to the house, and the boys had no means of being employed in industrial pursuits (except in knitting); the want of out-door employment was a great disadvantage to boys in an agricultural district, where, on leaving the workhouse, they are invariably engaged as farm servants, and their future livelihood in that occupation depends on honest industry. In the spring of the above year an acre of ground adjoining the workhouse was taken by the Guardians and the necessary tools procured, adapted for the use of the boys; the morning of each day is set apart for school and the afternoon in the garden, under the care of the schoolmaster, who, with the boys, take a delight in their work, and they always appear cheerful in school (they are never superintended by the adult inmates). Bodily labour adds greatly to the improvement of their minds, and in my opinion they acquire more mental instruction in three hours of the morning than they would morning and afternoon, with no industrial employment; it is also very conducive to health, we have seldom any sickness among the children. Several of the boys that were the most active and best gardeners have left the workhouse for service, and I am pleased to hear they are well-conducted in their situations and are giving good satisfaction to their employers. I think the system of spade husbandry is in every way working well in training the boys to habits of industry, and fitting them for usefulness so as to obtain an independent living when they leave the workhouse; and the balance sheet will show that the ground is cultivated at an advantage to the Guardians.

I beg, honored Sir, to remain, &c.

To J. C. Symons, Esq.,
Her Majesty's Inspector of Schools.

(Signed) HARRY WILSON,
Master of the Northleach Workhouse.

HONORED SIR,

Hereford Union Farm,

20 March 1852.

THIS being Board day I am afraid I shall not be able to wait upon you this morning according to promise.

I therefore send you the information you required by this note. We have $7\frac{1}{2}$ acres land under cultivation, have ten boys per day five hours each, and sometimes an old man, or perhaps two. In last two and half years we have trained up eight boys to milking and dressing cows, who are now in situations, doing well; and five girls trained to dairy work, three of whom are in situations, doing well, and two have turned out very badly; the half year's account, which will now be soon due, and when audited I will forward to you.

I am, &c.

To J. C. Symons, Esq.,
Her Majesty's Inspector of Schools.

(Signed) THOMAS BULL.

HALF YEAR'S RECEIPT, ending 4th October 1851.

BUTTER.		£	s.	d.	£	s.	d.
143½ lbs. to the workhouse, at 1s.	- - -	-	7	3	6		
90½ lbs. sold at 1s. 2d.	- - -	-	5	5	7		
161½ lbs. at 1s.	- - -	-	8	1	3		
						20	10 4
395¼ lbs.							
MILK.							
1,456 quarts of skim to workhouse, at 1d.	- - -	-	6	1	4		
172 " new	- - -	-	1	14	8		
876 " skim, at 3d. per gallon	- - -	-	2	14	9		
413 " new, sold at 2½d.	- - -	-	4	6	0½		
Cream	- - -	-	1	2	11½		
						15	19 9
2,917 quarts.							
CHEESE.							
350½ lbs. to the workhouse, at 2d.	- - -	-	2	18	5		
31 cream cheeses sold	- - -	-	1	12	2		
						4	10 7
POTATOES, &c. &c.							
Potatoes	- - -	-	9	14	6		
Cabbage	- - -	-	4	1	9		
Carrots	- - -	-	2	0			
						13	18 3
CATTLE.							
Two cows	- - -	-	24	18	0		
Two calves	- - -	-	4	0	5		
						28	18 5
Gravel	- - -	-				13	15 9
For keep of horse	- - -	-				0	10 0
						98	3 1
Stock, crop, &c., &c., valued by Mr. Haywood, 1st October 1851	-	-	174	10	6		
						£ 272	13 7

CASH PAID.

	£	s.	d.
Mr. Davis (carpenter)	1	6	8
Property tax	0	14	7
Two poor's rates	3	8	6
Messrs. Carless	3	15	0
William Norman, team work	2	13	0
Two cows and calves	26	10	0
Mr. Watkins, for hay, straw, &c.	15	16	3
Mrs. Merrick (ironmonger)	2	4	0
Mr. Davison (seedsman)	2	3	2
Mowing grass, thatching rick, &c., &c.	1	0	10
Mr. Baskerville, for hay	13	4	0
Sundry payments	3	6	5
Twenty-six weeks' wages	26	0	0
	£ 102	2	5

SIR,

Atcham Workhouse, 10 March 1852.

IN reply to your communication of the 8th instant I beg to state that the quantity of ground cultivated at this Union Workhouse last year was four acres. About one half of which was done entirely by the boys, and the other half by the adult paupers. As the boys' ground is more fertile than that cultivated by the men, I give the quantities of each, and the prices at which they have been charged to the Union, separate:—

BOYS' ACCOUNT.

	£	s.	d.	£	s.	d.
Potatoes, 198 bushels at from 2s. 3d. to 2s. 9d. per bushel	-	-	-	24	17	0
" 32 " " 1s. per bushel	-	-	-	1	12	0
Beans, 5 " " 4s. per bushel	-	-	-	1	0	0
Carrots, 19 cwt. " 2s. per cwt.	-	-	-	1	18	0
Swedes, 63 " " 1s. " "	-	-	-	3	3	0
Turnips, 14 " " 6d. " "	-	-	-	0	7	0
Cabbage, onions, &c.	-	-	-	15	19	0
Seed	-	-	-	-	-	-
Rent	-	-	-	4	8	0
Balance in favour of the boys	-	-	-	5	0	0
	£ 48	16	0	48	16	0

MEN'S ACCOUNT.

	£	s.	d.	£	s.	d.
Potatoes, 200 bushels at from 2s. 3d. to 2s. 9d. per bushel	-	-	-	25	2	0
" 20 " " 1s. (small, &c.)	-	-	-	1	0	0
Beans, 18 " " 4s. " "	-	-	-	3	12	0
Turnips, 18 cwt. " 6d. per cwt.	-	-	-	0	9	0
Seed	-	-	-	3	18	0
Rent	-	-	-	4	0	0
Balance in favour of men	-	-	-	22	5	0
	£ 30	3	0	30	3	0

	£	s.	d.
Total profit on four acres of land	-	-	61 13 0
Profit on pigs for the year (attended by boys)	-	-	15 0 0
Total profit to Union	-	-	£ 76 13 0

Spade husbandry, (coupled with other handy-work, at times) is, I am convinced a very suitable employment for juvenile male paupers. The above statement will prove the pecuniary advantages of such a system, but these are trifling compared with the effects on the children themselves, which in this Union have been most beneficial. I believe there is not an individual who may be said to have been *trained* in this workhouse school but who is, so far as we have been able to ascertain, now earning his living in a respectable and highly creditable way.

I am, Sir, &c.

To J. C. Symons, Esq.

(Signed) ROBERT ROWLANDSON,
Master.

N.B. Nearly half of the land belongs to the Union, and consequently no rent is paid for it; and as I do not know exactly what is paid for the other I have given what I supposed to be the average rent per acre of similar land in this neighbourhood.

You will see that I have made no calculation for cost of implements, which of course will be a trifling expense from time to time.

QUATT SCHOOL FARM—LEDGER ACCOUNT.

DR.	June Quarter, 1850.		CR.	
	£	s. d.	£ s. d.	
To Balance brought forward from March	51	8 5	By Cash, a year's rent, due Lady-day 1850	19 6 0
Cash from sale of Butter	9	7 1	Hay, as bill of Mr. Yates	5 2 10
" " Milk	9	9 2	Straw, as bill of Mr. Sayce	2 6 9
" " 2 calves	4	8 6	Oats, as bill, 6s.; linseed, 2s. 6d.	0 8 6
" " Potatoes	0	16 8	Cabbage plants, 5s.; beet seed, 4½d.	0 5 4½
			Gates, 6s. 6½d.; expense attending market	0 7 7½
			Sundry small items, as day book	0 6 6
			Balance paid to Treasurer	47 6 3
	£75	9 10		£75 9 10

September Quarter, 1850.

	£ s. d.		£ s. d.
To Cash from sale of Butter	9 5 4	By purchase of guano, as bills	0 15 0
" " Milk	10 16 2	Swede seed, 1s.; rape seed, 1s. 6d.	0 2 6
" " Potatoes	3 4 7	Seed vetches, as bill	0 10 6
		Straw, as bill	0 10 6
		Castration of sow	0 2 6
		Expense at fair, 1s. 6d.; gates, 7s.	0 8 6
		Purchase of 2 pigs	2 16 0
		Balance carried to Dec. quarter	18 0 7
	<u>£23 6 1</u>		<u>£23 6 1</u>

December Quarter, 1850.

	£ s. d.		£ s. d.
To Balance from Sept. Quarter	18 0 7	By Spades and forks, as bill	0 17 7
Cash from sale of Butter	6 11 6	Straw of Mr. Sayce, as bill	2 0 0
" " Milk	7 9 3	Purchase of 2 cows and calves	26 0 0
" " Potatoes	4 5 5	Cow medicine, 3s. 10d.; bran, 2s. 6d.	0 6 4
" " 3 cows	17 10 0	Manure of Mr. Fisher, as bill	1 7 11
" " 2 calves	3 16 0	Pigmeal of Mr. Jefferies, as bill	2 4 6
		2 cows to bull	0 5 0
		2 journeys to W. Hampton for cows	0 6 0
		Gates	0 5 6
		Sundry small items, as day book	0 4 6
		Balance paid to Treasurer	23 15 5
	<u>£57 12 9</u>		<u>£57 12 9</u>

QUATT SCHOOL FARM—LEDGER ACCOUNT.

Dr.	March Quarter, 1851.		Cr.	
	£	s. d.	£ s. d.	
To Cash from sale of Sow	-	4 16 8	By Drill, as bills	- - - 0 14 2
" " Butter	-	9 4 8	Spades, as bills	- - - 0 9 4
" " Potatoes	-	8 16 6	Hay, as bills	- - - 3 13 2
" " Milk	-	10 3 4	Peameal, as bill	- - - 1 10 0
" " Cow	-	6 15 0	Cow and calf	- - - 12 5 0
" " Cabbage plants	1	2 11	Wheelwright, as bill (Mr. Thomas)	0 18 1
" " Seeds	-	1 0 4	Bran, as bill	- - - 0 5 0
" " 2 pigs	-	6 18 3	Straw, as bill	- - - 1 6 0
" " Calf	-	2 0 0	Grains, as bills	- - - 0 15 2½
			By Blacksmith's bill (Mr. Hand)	0 13 7
			Sow (of Mr. Walker)	- - - 3 0 0
			Mr. Spence, as bill	- - - 0 13 1
			Purchase of 4 store pigs	- - - 3 0 0
			Butcher 3s. for killing 2 pigs	- - - 0 3 0
			Gates, 7s. 4d.	- - - 0 7 4
			Balance carried to June Quarter	21 4 8½
	£50	17 8		£50 17 8

QUATT SCHOOL FARM.—SUMMARY of the Farm Account for the Year ending March 25, 1851.

Dr.		ending March 25, 1851.		Cr.			
		£	s. d.			£	s. d.
To Receipts for the quarter ending				By Stock at Lady-day 1850, as va-			
June 24, 1850	-	24	1 5	luation	-	65	6 6
Receipts for the quarter ending				Payments in the June quarter,			
September 29, 1850	-	23	6 1	1850	-	28	3 7
Receipts for the quarter ending				Payments in the September			
December 25, 1850	-	39	12 2	quarter, 1850	-	5	5 6
Receipts for the quarter ending				Payments in the December			
March 25, 1851	-	50	17 8	quarter, 1850	-	33	17 4
Stock on hand at Lady-day				Payments in the March quar-			
1851, as valuation	-	68	11 0	ter, 1851	-	29	12 11½
				Profit	-	44	2 6½
		£ 206	8 4			£ 206	8 4

SIR,

Market Drayton Workhouse, 18 March 1852.

IN answer to your inquiry of the 6th instant I am sorry I cannot give you an exact statement of what would be the actual expense of the cultivation of the land occupied by the Guardians of this Union, as we do all the gardening ourselves, and the trouble is so very little, and is performed at such odd times, and in such a manner that I take no account of it.

The children and I do all the planting, (except the potatoes) as I can do much better with them than I can do with the old men, for the children are willing and quite anxious to do their best, but the old men are not so.

The small seeds I sow myself, but the old men do the subsoiling and apply the liquid manure between the rows.

Our garden very seldom gets thoroughly dug, for there is nearly always a crop on it, though I have had about 16 perches of it unplanted this winter, through being short of plants at the latter end of last year. The vegetables for this workhouse cost the Guardians very little, if anything, as what I sell nearly pays for what is bought, and I think that the value of the fruit, if it was sold, would make up the difference between what is bought and what is sold including the rent of the ground. The fruit is consumed by the officers of the establishment, so that we seldom miss a day without having preserves after dinner. Our garden measures about 3 R. 15½ P. and the following statement will show the value of the vegetables bought, sold, and consumed,

during the last year by 85 inmates (the average number for the last year including the officers).

	£	s.	d.	£	s.	d.
Paid for vegetables during the past year	-	-	-	8	19	11½
Sold early cabbage for	-	4	19	2		
Ditto, 5,938 lbs., at 6d. per 100 lbs.	-	1	9	6*		
				6	8	8
Excess in value of vegetables bought over what was sold	-	£	2	0	3½	

Estimated value of the garden produce for the past year :—

	£	s.	d.
Vegetables sold	-	6	8 8
Ditto, 10,186 lbs. consumed but not charged, estimated at 2s. per 90 lbs., being about four fifths of the value of potatoes	-	11	6 4
Value of onions, carrots, mint, thyme, &c. &c.	-	8	10 0
Ditto of fruit	-	3	10 0
Total	-	£ 29	15 0

You will observe, Sir, that the garden is equally as productive as ever it was, though not so profitable, as I am happy to say that garden produce does not sell so well here as it did some few years ago, owing chiefly to the superior methods introduced into garden culture, as well as to a large supply being brought into the Staffordshire potteries by the railways, from earlier districts than ours, and our dependence is upon that market for the sale of our vegetables.

Our Guardians have purchased 5 acres of land, and intend to build a new workhouse on it, when that is done we shall have increased means of consumption, so that we "may gather up the crumbs of production that nothing be lost."

I am, &c.
(Signed) W. CRUTCHLEY.

Jelinger Symons, Esq.,
Her Majesty's Inspector of Union Schools.

SIR,

Waters Upton, 11 March 1852.

IN obedience to your request, I beg to forward you an account of the produce and expenditure of the land we cultivate.

We have, in the whole, 9½ acres of land, 8½ acres of which is the property of His Grace the Duke of Cleveland, and the remaining acre was purchased by the Guardians of the Wellington Union, upwards of nine years ago.

I beg to observe that 4½ acres is used as pasturage, and the remainder is cultivated almost exclusively by the boys.

I regret to inform you that the Guardians have received notice from Mr. Asdowne, agent to the Duke of Cleveland, to quit at Lady-day next the possession of the land they occupy of his Grace.

There is some land to be let in the neighbourhood, which, I believe, the Guardians are desirous of taking.

I am, &c.
(Signed) JOHN DAVIES.

J. C. Symons, Esq.,
Her Majesty's Inspector of Schools.

* This lot was nearly given away, to make room for the crop of potatoes following it.

STATEMENT of the Produce and Expenditure of ERCALL FARM, from September 29, 1850, to September 29, 1851, on 9½ Acres of Land.

RECEIPTS.		EXPENDITURE.	
	£ s. d.		£ s. d.
Potatoes supplied to the house	- 13 15 0	Year's rent for land	- 8 10 0
Butter do. do.	- 16 13 9	Tithes do.	- 0 8 5
Milk do. do.	- 16 2 4½	Poor rates	- 0 3 9
1 fat pig sold	- 6 5 4	Ploughing 2 acres of old turf	- 1 0 0
1 fat pig supplied to the house	- 6 9 8	Carriage of potatoes to Wellington	0 19 0
2 calves sold	- 1 15 0	Threshing barley stack, winnow-	
Potatoes supplied to Wellington		ing, &c. &c.	- 2 5 0
Workhouse	- 7 19 0	Barleymeal	- 0 8 0
Potatoes sold at market	- 1 8 2	Bran	- 2 10 0
Turnips sold	- 0 16 4	Butchering pigs	- 0 4 0
Butter sold at market	- 4 4 6	4 store pigs	- 3 15 0
Barley sold	- 8 16 6	Hedging, &c.	- 0 15 6
Wheat sold	- 1 6 6	Seed wheat	- 0 3 6
		Load of thorns	- 0 7 0
		Cow leech	- 0 6 9
		Potato setter	- 0 2 4
		Sale of butter	- 0 7 8
		10 cwt. of hay	- 1 11 6
		Sowing barley, harrowing, &c.	- 0 5 6
		Straw	- 2 16 0
		Clover seeds, &c.	- 0 12 8
		4 bushels of seed barley	- 0 17 0
		Butter basket	- 0 3 6
		Carpenter repairing gate	- 0 3 3
		Garden seeds	- 0 4 7
		Butter cloth	- 0 0 10
		2 cwt. of Peruvian guano	- 1 1 0
		Turnip seeds	- 0 1 8
		Blacksmith, &c. repairing potato	
		forks, &c.	- 0 6 0
		Labourer, mowing grass, drawing	
		hay, &c.	- 0 14 6
		Ale and beer for harvest	- 0 14 0½
		Labourer, mowing barley, carry-	
		ing, &c.	- 0 14 6
		Labourer, threshing wheat, &c.	- 0 5 0
		Net profit	- 52 10 8
	£85 8 1½		£85 8 1½

SIR,

Workhouse, St. Asaph, 11 March 1852.

IN accordance with your request, I herewith send you a debtor and creditor statement of the outlay and income in respect to the workhouse garden cultivation by workhouse boys, which shows a nett profit of 16*l.* 19*s.* 1*d.* in the year up to the present date. I have not made any charge for the wear and tear of the garden implements, &c., as I consider the probable costs too trifling to be taken into account.

In respect to my opinion of the working of the system, irrespective of the profits which by the statement you perceive have accrued, I think the most important advantages resulting are the evident improvement in the physical condition of the boys, from being more under the influence of the air, and a stronger inducement to the farmers to take them into their service from their ability to use agricultural implements: the farmers now offering small sums as wages to boys whom they considered not worth their food before.

I also think, from their relaxation at intervals from the school duties, that they return to it with more zest, which is marked by a more general improvement.

And on the whole, taking a general view of the system, I think it works well.

I am, &c.
(Signed) J. WILLIAMS, Master.

Jelinger Symons, Esq.,
Her Majesty's Inspector of Union Schools.

	£	s.	d.
To value of potatoes consumed by the paupers and officers of the St. Asaph Union Workhouse, being the produce of the garden (cultivated by the boys, containing about one acre and a quarter) during the year ending March 1852	-	12	10 3
Value of potatoes not consumed and in store	-	3	17 0
" early potatoes " "	-	0	12 0
" swedes " "	-	0	4 0
" cabbage in the garden	-	0	4 0
" onions in store	-	0	5 0
" leeks in garden	-	0	10 0
" carrots in store	-	0	2 0
" peas " "	-	0	3 4
" beans " "	-	0	2 8
" cress " "	-	0	1 4
" kidney beans in store	-	0	2 6
" vegetables used in soup, for 52 weeks	-		
at 9d. per week	-	1	19 0
		<u>£ 20</u>	<u>13 1</u>

Disbursements.

	£	s.	d.
Paid for late potatoes for planting last year	-	2	9 0
Paid for early potatoes for planting last year	-	0	4 3
Paid for seed of different sorts	-	1	0 3
		<u>3</u>	<u>13 6</u>
Net profit	-	-	<u>£ 16 19 7</u>

SIR,

Haverfordwest, 11 March 1852.

I HAVE sent you an account of the expense and profit of the two acres cultivated by the boys, twelve, from nine to fourteen years of age.

	£	s.	d.
Expense of seeds	-	1	7 10
<i>Profit.</i>			
By potatoes	-	10	1 6
Australian wheat	-	1	2 6
Swedish turnips	-	0	15 0
Parsnips	-	0	10 0
Late and early carrots	-	0	18 0
2,000 cabbages	-	4	3 6
Beans	-	0	10 0
Onions	-	0	12 0
24 beds of leeks	-	2	8 0
Total	-	<u>£ 21</u>	<u>0 6</u>

I think the system of employing boys answers well, but we have not sufficient ground for them.

J. C. Symons, Esq.,
&c. &c.

I am, &c.
(Signed) WM. THOMPSON.

PEMBROKE WORKHOUSE.—Garden Account for the year ending
Christmas 1851.

	Cost of Seed, &c.				Value of the produce used in the house.			Value of the produce sold.			
	£	s.	d.		£	s.	d.	£	s.	d.	
Wheat - - -	0	1	2	Wheat 2l. 10s. }	1	15	0	2	10	0	
Vetches - - -	0	8	6	Thatch 1l. 15s. }	-	-	-	2	18	6	
Potatoes - - -	2	10	0	Vetches - - -	10	8	0	-	-	-	
Small seed - - -	0	0	8	Potatoes - - -	0	3	2	-	-	-	
Mangold-wurzel - - -	0	0	4	Small seed - - -	-	-	-	1	7	0	
Turnips - - -	0	1	0	Mangold-wurzel - - -	1	15	8	1	10	0	
Carrots - - -	0	7	8	Turnips - - -	1	12	0	3	12	0	
Pigs - - -	2	19	0	Carrots - - -	-	-	-	8	17	6	
„ brought forward	1	19	0	Pigs - - -	0	8	0	-	-	-	
from last year - - -	0	4	2	Beans - - -	1	13	9	0	6	10	
Beans - - -	0	5	0	Cabbage - - -	1	14	0	-	-	-	
Cabbage - - -	0	3	0	Leeks - - -	0	11	0	-	-	-	
Leeks - - -	0	4	0	Onions - - -	0	2	4	-	-	-	
Onions - - -	0	0	4	Peas - - -	0	13	4	-	-	-	
Peas - - -	0	0	7	Parsnips - - -	£	20	16	3	21	1	10
Parsnips - - -	0	0	7			21	1	10			
	£	9	4	5			41	18	1		
					Deduct cost of seed		9	4	5		
					By profit - £		31	13	8		

(Signed) DAVID JOHNS,
Master.

APPENDIX B.

NUMBERS of SCHOOL CHILDREN in 1851-2 in each Union.

NAMES OF UNIONS.	Month of last Visit.	Number of Children in School at last Visit.				Average Number in the Year.	Number of Schools and Teachers in each Union.
		Total.	Boys.	Girls.	Infants.		
GLOUCESTERSHIRE.							
Cheltenham	May	103	41	62	-	118	2
	August						
Chipping Sodbury	December	30	12	18	-	40	2
Dursley	December	35	18	7	10	33	2
Gloucester	March	72	27	45	-	65	2
	July						
Newent	July	31	19	11	6	37	1
Northleach	July	21	8	13	-	32	2
Stow-on-the-Wold	July	24	12	12	-	33	1
Stroud	August	72	33	39	-	79	2
Tetbury	September	8	4	4	-	9	1
Thornbury	December	37	26	11	-	54	2
	July						
Westbury-on-Severn	July	19	6	6	7	21	2
Whitminster	November	6	2	3	1	12	1
Winchcombe	October	18	12	6	-	18	1
HEREFORDSHIRE.							
Bromyard	August	14	5	5	4	25	1
Dore	April	18	7	7	4	14	1
Hereford	October	65	33	32	-	79	2
Kington	Jan. 1852	23	12	8	3	27	1
Ledbury	May	48	31	17	-	43	2
Leominster	December	26	16	10	-	24	1
Ross	September	33	14	12	7	23	1
Weobley	April	26	12	14	-	21	1
MONMOUTHSHIRE.							
Abergavenny	September	34	15	19	-	37	1
Chepstow	August	39	13	14	12	40	1
Monmouth	August	41	21	20	-	46	1
Newport	August	59	25	23	11	60	2
Pontypool	August	32	20	12	-	27	1
SHROPSHIRE.							
Atcham	December	70	39	27	4	71	1
Bridgnorth	November	74	38	36	-	56	2
Church Stretton	December	30	16	14	-	26	1
Cleobury Mortimer.							
Clun (Bishop's Castle)	Jan. 1852	16	4	6	6	17	1
Ellesmere	May	61	33	28	-	70	2
Ludlow	December	31	21	10	-	34	1
Madeley.							
Market Drayton	May	36	26	10	-	38	1
Oswestry	December	82	44	29	9	70	2
Shifnal	April	9	4	4	1	11	1
Shrewsbury	December	35	20	15	-	28	2
Wellington	April	48	32	16	-	46	1
Wem	December	14	9	3	2	12	1
Whitchurch	December	19	6	11	2	19	1
WORCESTERSHIRE.							
Bromsgrove	September	29	14	15	-	26	1
Droitwich	September	27	15	12	-	25	1
Dudley	November						
Evesham	November	38	13	11	14	35	1
Kidderminster	December	35	17	12	6	32	2
Kings Norton	November	24	13	4	7	21	1
Martley	September	41	19	22	-	46	1
Pershore	November	7	6	1	-	14	1
Stourbridge	September	82	34	48	-	65	2
Tenbury.							
Upton-on-Severn	November	42	24	16	2	41	1
Worcester	November	82	36	43	3	79	2

Numbers of School Children in 1851-2 in each Union—continued.

NAMES OF UNIONS.	Month of last Visit.	Number of Children in School at last Visit.				Average Number in the Year.	Number of Schools and Teachers in each Union.
		Total.	Boys.	Girls.	Infants.		
WALES.							
BRECKNOCKSHIRE.							
Brecknock - - -	September	61	30	31	-	60	1
Crickhowell - - -	September	24	11	13	-	24	1
Hay - - -	September						
CARDIGANSHIRE.							
Aberaeron.	February	12	4	8	-	16	1
Aberystwyth - -							
Cardigan.							
CAERMARTHENSHIRE.							
Caermarthen - - -	Jan. 1852	46	20	22	4	41	1
Llandilo Fawr - - -	Jan. 1852	40	19	16	5	43	1
Llandovery - - -	Jan. 1852	17	8	5	4	15	1
Llanelly - - -	October	23	9	12	2	20	1
Newcastle Emlyn.							
CAERNARVONSHIRE.							
Bangor and Beaumaris -	March	37	25	12	-	36	1
Caernarvon - - -	March	36	18	18	-	31	2
Conway.							
Pwllheli.							
DENBIGHSHIRE.							
Llanrwst - - -	March	12	4	8	-	16	1
Ruthin - - -	December	35	21	14	-	38	2
Wrexham - - -	May	93	46	47	-	88	2
FLINTSHIRE.							
Holywell - - -	December	107	63	44	-	106	2
St. Asaph - - -	December	33	33	-	-	38	1
GLAMORGANSHIRE.							
Bridgend.	August	82	47	35	-	83	2
Cardiff - - -							
Merthyr.							
Neath - - -	October	29	12	12	5	29	1
Swansea - - -	October	47	32	15	-	46	2
MERIONETHSHIRE.							
Corwen.							
Festiniog.							
MONTGOMERYSHIRE.							
Llanfyllin - - -	December	43	31	12	-	52	2
Montgomery and Pool -	-	33	20	13	-	23	1
Newtown and Llanidloes -	Jan. 1852	25	14	11	-	23	2
PEMBROKESHIRE.							
Haverfordwest - - -	October	41	22	19	-	58	2
Narberth - - -	October	40	16	17	7	34	1
Pembroke - - -	October	46	24	22	-	45	2
RADNORSHIRE.							
Knighton - - -	Jan. 1852	31	19	8	4	31	1
Totals - - -							
		2,859	1,470	1,237	- -	2,895	101

Note.—The Unions named without numbers send their children to out-door schools.

LONDON:

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Printers to the Queen's most Excellent Majesty.
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MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c. ;
AND
REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1851-52.

VOL. I.

Presented to both Houses of Parliament by Command of Her Majesty.



LONDON:

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FOR HER MAJESTY'S STATIONERY OFFICE.

1852.

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION, FOR 1851-52.

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MINUTES,
CORRESPONDENCE,
AND
FINANCIAL STATEMENTS,

&c. &c. &c.

MINUTES, &c.

KNELLER HALL.

MINUTE by the COMMITTEE of COUNCIL on EDUCATION, dated
20 March 1851, on the KNELLER HALL TRAINING SCHOOL;
with MEMORANDUM by the PRINCIPAL.

*At the Council Chamber, Whitehall, the 20th day of
March 1851;*

By the Lords of the Committee on Education of Her Majesty's
Most Honorable Privy Council;

THEIR Lordships, having had under consideration the Minute
of 7 January 1850, relative to Kneller Hall,

Resolved—That the payment to be required of the Students
admitted be reduced from 30*l.* to 25*l.* per annum.

*Memorandum, by the Principal, on the Kneller Hall
Training School.*

The Kneller Hall Training School has now been in operation
for a year and a half. The system of training will be best
understood from a description of the daily routine, the course
of lectures, the methods of maintaining discipline, and the
management of the practising school.

The students rise at six, and prayers (taken from the
Liturgy) are read at half-past. Lectures commence after
prayers and continue till breakfast time at eight. The half-
hour after breakfast is employed, at the discretion of the
students, in preparing for the ensuing lectures. The lectures
recommence at nine and continue till one, which is the hour
for dinner. At a quarter past two the students are required
to be ready to proceed to the field, where they are employed
in manual labour till half-past four, when they return to
prepare for tea at five. After tea their time is occupied with
exercises, writing out their notes of lectures, and occasionally
with lectures till a quarter before ten, when they take supper.
Prayers are read at ten, and all lights extinguished before
half-past.

The students are required to brush their own clothes, and
to clean their own boots and shoes. They have charge of the
lecture-rooms, library, and chemical laboratory. But they do
not make their own beds or sweep out the bedrooms, nor

clean the knives and forks or plates after meals. They wait upon themselves at dinner, but do not lay the cloth or bring the dishes from the kitchen.

On Saturdays there are no lectures after breakfast, but the time is chiefly occupied with reading and correcting essays written during the week. Saturday afternoon is a half holiday, when the masters generally join them at cricket or football; or such students as desire to do so are allowed to go out to walk. On Saturday evening a lecture is generally given, which only those are required to attend who have signified their intention to do so.

On Sundays they rise at eight, and morning prayers are read in the chapel at half past eight. This service consists of the office for Morning Prayer, as directed to be used when the Litany is to be read. The Litany is not, however, read then. The service occupies about half an hour, and is followed by breakfast. A second service commences at eleven, consisting of the Litany, Communion Service, and Sermon. Dinner is at one, as usual; and the afternoon service is read at half-past four. In the evening all the school attend a Divinity lecture immediately before supper. After supper prayers are read at the usual time.

The subjects of the lectures have been—divinity, history, geography, grammar, mathematics, physics, and music.

The Divinity lectures commenced with reading simultaneously the first three gospels. As, however, it was deemed desirable that the text of one at least of the gospels should be accurately known, and it seemed unwise to attempt more, particular stress was laid upon St. Matthew, and the substance of that gospel was almost got by heart. The Acts of the Apostles were then read, and then the Old Testament was commenced. The historical books of the Old Testament were read in order, down to the time when the Prophetical writings begin. The Prophets were then read simultaneously with the history, so that each might illustrate and explain the other. The lecture has continued to the end of Ezekiel.

These lectures were given every day before breakfast throughout last year. Since Christmas, that hour has been assigned to the delivery of the same course to the students then admitted; and the course has been continued to the last year's class three days in the week, from nine to ten.

On the alternate days a course of lectures has been given, to the same class, on the history of the Church. This course will continue after the vacation, and will include the study of our own formularies and of the Catechism.

On Sunday evening St. Paul's Epistles have been read in chronological order.

The lectures on history were so arranged that the history of England occupied exactly a year, one hour a day being devoted to the subject. The Vice-Principal then gave a course of lectures, to the same class, on the history of English literature and the characteristics of the great English writers.

On Tuesday morning the Vice-Principal gives out a subject, generally, but not always, of an historical character, on which every student is required to compose an English essay. These essays are collected immediately after breakfast on Saturday, and in the course of the morning are read aloud, in the presence of all the students, either before the Vice-Principal or myself. Opportunity is then taken to point out defects in style or in grammar; and the presence of the body of students is found to have a wholesome influence in stimulating all to do their best.

Mr. Tilleard has taken charge of the geography. The course commenced with the geography of England, which was carefully studied in detail. The physical geography of the world then followed, so as to explain the great features of the land, and water, the elements of geology, the phenomena of the atmosphere, the geographical distribution of plants and animals. These lectures will continue till Christmas, and will include the political and commercial geography of the world, treated in connexion with the great physical lectures. One hour a day has been devoted to this subject throughout.

Mathematical geography was treated as a part of popular astronomy, to which subject two hours a week were assigned for three quarters of a year. These lectures commenced after the summer vacation and terminated at Easter.

Three hours a week were given to grammar for three quarters of a year. It was then thought advisable to give the students the opportunity of comparing the forms and rules of their own language with those of another, and French lessons were substituted for the grammar twice a week. A lecture was also given on Saturday evenings to such as chose to attend, on the outlines of logic as connected with grammar.

Two hours a day were assigned to lectures on mathematics and physics. Since Christmas the chemical laboratory has been in use, and two additional hours a week have been devoted to lectures on chemistry. The students who have been already once examined for *certificates of merit* have read Mr. Tate's arithmetic, algebra, mechanics, and mensuration; six books of Euclid, with numerous deductions, partly worked without any assistance, partly with such hints as appeared to be necessary; and the commencement of analytical geometry and of differential calculus. Their attainments on first entering are found to be very various, and their powers not

less so. It is not possible therefore to keep them all at the same level. Of the ten students mentioned, one will without doubt be thoroughly master of the differential calculus before he leaves, and one sufficiently so to render further help unnecessary. The rest do not come up to these.

The chemical lectures are intended to bear particularly upon agriculture. They have not continued long enough, as yet, to supply means of judging as to their success; but I have little doubt, from the interest which they attract, that they will be found extremely useful.

Three hours a week have been given to music. The students also sing a hymn at morning and evening prayers, and chant the Canticles and sing Psalms in the Sunday services.

The teaching has been entirely oral. The lectures are given from notes, and afterwards written out by the students. Text-books have been used, but only as supplying a framework to be filled up by the lecturer. The students at their first admission are not in a condition to prepare their own lessons by reading. They require the contact of mind with mind, the living presence of the lecturer, the perpetual commentary supplied by voice and gesture, and the slight but constant adaptation of each step in the course to the state of their own knowledge. Even a written lecture, as a means of educating such men, is very inferior to one delivered extempore from notes; but a mere examination upon the contents of a book is almost useless. They seem unable, in fact, to derive from books anything beyond the bare statements contained in them, and their reading results in the accumulation of a mass of undigested facts.

On the other hand, there is a definiteness about the knowledge derived from books, which oral teaching taken alone cannot give. And it is advisable too that the students should not leave the school without some practice in reading for themselves, so that they may be able, when away, to continue their own education with a chance of real improvement. The students therefore who have been in training for a year and a half will now be required to attend fewer lectures, and to read more than hitherto. Their reading will be directed and their progress perpetually tested, but the lectures will be subordinate to the books.

The industrial training of the students has been conducted under the guidance of the gardener, Mr. Stewart. I have generally joined in their labours, in order that this essential part of the system might not be undervalued. The vegetables for the use of the school have been grown, and we have besides broken up a considerable portion (five acres) of our ground (about 35 acres in all), and made it fit for the operations of a

larger number of students. We have a horse and an increasing stock of pigs, and we propose shortly to purchase a cow. The students have the care of these animals, and attend to them well.

There can be no question as to the beneficial effect of the manual labour; and even if the students were intended to take schools in which the children were not to be so employed, I should think it expedient to adopt the same system in their training.

The following regulations have been made for the maintenance of discipline:—

GENERAL RULES.

The students are to rise when the gong sounds at six, and to be down to prayers at half-past six. The gong will sound a second time at twenty-five minutes past six. Students who are late for prayers will be sent to work all day in the field.

No student is to go into the bed-rooms between half-past six in the morning and ten minutes before one.

No student is to leave the premises without permission.

No student is to go out of the house after dark.

No student is to go into the kitchen, housekeeper's room, or any part of the building northwards from these two rooms, for any purpose whatever.

Every student on coming in from work is to change his shoes before going up stairs.

Every student is required to be clean in his person.

Chapel.

The chapel hours on Sunday will be half-past eight, eleven, and half-past four, unless otherwise specially ordered.

The students who have passed their first examination for certificates will read the Lessons in turn. Two will read the Morning Lessons, and two the Afternoon.

The readers are always to look over the Lesson before the time of Service, and are to endeavour to read simply and reverently.

The two readers are to sit in the seat at the bottom of the chapel, facing the Communion Table.

Bed-rooms.

Two captains are appointed over each bed-room.

The duties of the captains are—

To prevent all indecorous noise or disturbance in the bed-rooms.

To light the gas at the sound of the gong, at six in the morning, during winter.

To open two windows in each bed-room before coming down to prayers in the morning.

To put out the gas at the sound of the gong, at half-past ten in the evening.

To keep lists of the students in their respective bed-rooms, and mark against the name of each whether he was present at Morning Prayers. These lists to be given to the Principal or Vice-Principal, on Saturday evening, after prayers.

To report to the Principal anything in the bed-rooms which appears to require attention (broken windows, deficiency of water, &c.).

Library and Lecture-rooms.

The library and lecture-rooms to be swept out every day immediately after dinner.

The students who are not captains are to do this in turn.

The captains are to see that this is done, and to be responsible for it. If the Principal finds occasion to remark more than twice upon the state of any room, the captain who has charge of it will be sent to the field all day.

The library to be decently arranged again, and the books put away, at the sound of the supper gong.

No conversation allowed in the library, such as to interrupt those who are reading.

Hall.

The captains, in rotation, to be presidents of the lower tables in hall. One of the captains and two of the other students to come to the upper table in rotation.

Two students to act as waiters at each table, and to remove the dishes, plates, &c., while the rest remain seated. All except the captains to take this duty in turn.

Essays and Analyses.

The weekly essays are to be collected by the captains, and placed in the Principal's study, every Saturday morning immediately after breakfast.

All analyses, or abstracts, or other work done in the exercise books are to be collected by the captains immediately after tea, and brought to the Principal's study, on the following days:—

Mathematics and Physics	-	-	-	on Tuesdays.
Divinity	-	-	-	on Wednesdays.
Geography and History	-	-	-	on Thursdays.
Grammar and Literature	-	-	-	on Fridays.

Conclusion.

Every student is to make a copy of these rules.

The captains are charged with the duty of seeing that all these rules are observed, and are required to warn any student who disobeys them, and, if any persist after warning, to report to the Principal.

These rules, as will be obvious on perusal, were not made all at once, but as occasion arose. They will of course require many modifications, for the same reason, hereafter.

But our reliance for the maintenance of discipline has been, and must be, much more on perpetual watchfulness, and on personal intercourse with our pupils, than on a fixed routine. It has been our object, by living with the students, sharing their meals, joining in their out-of-door employments and recreations, to place ourselves on such a footing with them as to render the open exercise of authority almost unnecessary. They are not subjected to any system of espionage. We do not profess to be always with them. They are left a good deal to themselves, and always treated with confidence. No opportunity is ever taken to watch them, without their own knowledge. But care is taken that no artificial barrier shall grow up between us and them, and that the great temptation to disorder shall be taken away by their being made to feel that they are governed well.

The practising-school has been in operation since Lady-day. We have as yet no proper building for it, and are obliged to

make use of one of the lecture-rooms. The children come from the neighbouring village. The numbers are at present twenty-four.

They come at nine and stay till one, being dismissed for about ten minutes at eleven. At a quarter past two they return, and are taken with the students to the field. The field-work leaves off at half-past four. They come back to school, in summer, at six, and stay till seven.

The following is at present the order of lessons in the first class :—

9 Prayers.

1st Lesson till	9½	St. Mark's Gospel.
2nd	10	Writing.
3rd	10½	Mental Arithmetic.
4th	11	Dictation.

Dismissed for ten minutes.

5th Lesson till	11½	Reading.
6th	12	Slate Arithmetic.
7th	12½	Geography.
8th	1	Object Lesson.

Evening.

9th Lesson from	6 to 6½	Reading	} On Mondays and Fridays.
10th	7	Arithmetic	

On Tuesdays, Wednesdays, and Thursdays, the evening hour is given by the whole school to singing.

On Mondays and Wednesdays the class goes into Mr. Tate's lecture-room, from 12 to 1, where he gives them a lesson, or makes one of the students do so in his presence; in the latter case he overlooks the notes of the lesson before it is given, and criticises it after.

On Mondays from eleven to twelve, and on Fridays from ten to eleven, Mr. Tilleard has the class in the same way; and on Saturdays, from nine to ten, I take them myself.

The school is divided into three classes. The students being divided into three divisions; each division is charged with teaching one class. By this means there is a perpetual change of masters, no one having a class for more than two hours.

On Mondays, from eleven to one, I take the third class myself; on Wednesdays, at the same time, the second; on Fridays, the first.

Minute-books are kept of the lessons done every day. When I take the class, I test its progress for the week, and give directions for the lessons of the next week.

Two of the students in rotation take charge of the children in the field; joining in their work and superintending it.

It will be obvious that these arrangements are preliminary and provisional,—not final. But so far we succeed as I could

wish. The children are fond of their masters, work very heartily and merrily in the field, never seem tired of the lessons, and like coming to school. The students enter into the plans with spirit, improve visibly in the art of giving lessons, and superintend the field-work with firmness and method.

It would be absurd to hope that so small a school would give them an opportunity of learning the art of teaching and educating in perfection. A large school is in many respects a more powerful machine than a small one, and exhibits features distinctly which are hardly noticed in the other.

Nor again can such a school place before the students a complete specimen of their own future labours. In many ways the school in a workhouse differs from all others, and the schoolmaster's duties differ accordingly.

The school can be intended to teach them only one part (though a very important part) of what they will have to do, and for that purpose I have no doubt of its fitness. *To make our system perfect, a pauper school of considerable size is indispensable.*

Contemporaneously with the opening of the practising-school I commenced a course of lectures on methods of teaching. These lectures will of course take particular notice of the peculiarities in those schools for which our students are intended ;—they are given twice a week.

I will conclude with two remarks. One refers to the great difficulty with which we have to contend in the exaggerated estimate, in the minds of all the students, of knowledge as compared with mental cultivation. The wide extent of subjects covered by the examination for *certificates of merit* has had, I think, a tendency to encourage this mistake.

The other point, to which I wish to draw attention, is the great advantage that would be gained if the examination, especially in all the literary part of it, were confined to definite text-books.

These considerations bear more peculiarly on the case of Kneller Hall than on that of any other training-school. It must be the aim of every such school, but an aim peculiarly required in us, to train masters who shall be able not merely to teach, but to educate ;—masters who will discriminate between information and mental discipline. The workhouse children are liable to one temptation beyond all others,—a servile dependence of mind, which makes them willing to remain in a degraded position. They are cowed by the sense of having no friends or protectors ;—they know not how to

right themselves when they are wronged,—how to support themselves when distressed. To give them mere knowledge, to make them good arithmeticians, or good grammarians, will not give them what they need. They may learn, perhaps with readiness, when skilfully taught, whatever information they may be required to learn. But even a very intelligent knowledge is compatible with slight appreciation of the uses of that knowledge. What they require is the contact of a cultivated mind, of a mind superior, not so much in knowledge as in the degree in which that knowledge has refined and strengthened the character. This, next to religious temper and moral principle, is what is needed in a workhouse school-master, and whatever bears on this demands our attention.

(Signed) F. TEMPLE.

Kneller Hall, Twickenham,
3 July 1851.

Circular Letter to Her Majesty's Inspectors of Schools, referring to the foregoing Minute dated 20 March 1851.

Committee of Council on Education,

Privy Council Office, Downing Street,
October 1851.

SIR,

I AM directed to inform you that, by a minute dated 20 March 1851, the Committee of Council on Education have reduced from 30*l.* to 25*l.* per annum the payments to be required of such students at Kneller Hall as may not, by virtue of their examinations, be entitled to one or more years training at the public expense.

I am directed further to take this opportunity of bringing the subject of Kneller Hall again under your notice, in order to enable you to afford such co-operation as my Lords rely upon obtaining from you, in the furtherance of this portion of their measures.

I am to invite your attention to the plans of Kneller Hall, at the end of the volume submitted to Parliament in the last session, and to the enclosed memorandum by the Principal.

With regard to Queen's scholarships and certificates of merit, the school at Kneller Hall offers to students the same advantages as other training schools under inspection.

The Committee of Council has also been careful to offer such further exhibitions for meritorious candidates as may place Kneller Hall on a par with other training schools, in respect of those bursaries which are endowed by the liberality of private founders and benefactors.

You will have observed that twenty-one exhibitions are founded by the minute of 7 January 1850.*

These exhibitions become vacant annually, and are open to public competition. They may be held by any student who is not a Queen's scholar.

By the operation of these measures a meritorious student may, with fair exertion, obtain two years training wholly at the public expense:—e. g., he may enter with an exhibition or Queen's scholarship of 25*l.*, and may obtain credit for 25*l.* in addition, if, at the end of the first year, he is ranked in the second class, upon examination by Her Majesty's Inspectors. Success in *either* of these trials would cover the expense of one year's training.

It is unnecessary for my Lords to remind you of the value of this training, under the present Principal, both to the individuals who receive it, and, through them, to the cause of public education.

The field of employment primarily assigned to the students of Kneller Hall is one which, although deeply interesting to society, is comparatively unoccupied by the existing institutions for the supply of teachers.

1. According to the last returns of the Poor Law Board, 43,138 children under sixteen years of age were receiving indoor relief, in England and Wales, on the 1st of January 1851.

It appears at the same time, from reports for the year 1850, which my Lords have before them from Her Majesty's Inspectors, upon 838 teachers employed in workhouse schools, that 153 only out of the whole number have ever attended any training school, and that the average duration of their training has not exceeded nine months.

The number of children receiving out-door relief at the same date was no less than 276,613. It is true indeed that these children do not attend the present workhouse schools, but the great probability that, in most cases, they are attending no other school, renders it impossible to put them out of sight, in considering education as it bears upon pauperism.

* No candidate will receive an exhibition who fails to show on examination an amount of attainment equal to that required of pupil-teachers at the close of their apprenticeship.

1. To the five best candidates, not falling below the lowest standard required for certificates of merit, will be granted exhibitions of 30*l.* for one year.

2. To the six candidates next in order of merit will be granted exhibitions of 25*l.* for one year.

3. To the ten candidates next after there will be granted exhibitions of 20*l.* each for one year.

The examinations, both for admission and for the above exhibitions, will be conducted by the Principal, with the aid of one or more of Her Majesty's Inspectors appointed by the Lord President thereto.

2. From the last reports of the prison inspectors it appears that, out of 166,941 prisoners confined in the gaols of England and Wales, in 1849, no less than 12,955, or nearly eight per cent., were under seventeen years of age.

With the exception of the schools at Parkhurst and Redhill (the latter a private institution), little has been done for the reformatory influence of education upon this class.

The preceding figures show an aggregate of 332,706 children, towards whom the public stands more or less in *loco parentis*, and the Committee of Council, having decided that it is within the scope of the Education Vote to apply a portion of it in providing teachers for these children, are desirous that the training school, which their Lordships have accordingly founded, should attract its due share of pupil-teachers as candidates for admission; seeing that such youths are at once the best qualified, and have obtained their qualifications at the public expense.

I beg leave to request your attention to the measures recently concerted between the Committee of Council and the Poor Law Board, and particularly to the circulars of the Poor Law Board, dated 31 March 1848 and 6 May 1850, which are printed as an appendix to this letter.

As the Acts of Parliament (7 & 8 Vict., c. 101., and 11 & 12 Vict., c. 82.) for the encouragement of district schools, have, from the inadequacy of their provisions, proved nearly inoperative, and as the declared intentions of the legislature have thus for the present remained without effect, it is not to be assumed that the actual position of workhouse schoolmasters represents that which it may ultimately become.

Such other schools as are established more directly under the control of the Government, either in this kingdom or in the colonies, afford a further opening for employment to which the students of such a school as Kneller Hall may naturally look.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

Copy of Circular Letter, dated 31 March 1848, addressed by Poor Law Board to Clerks of Boards of Guardians of all Unions in England and Wales, relating to administration of Grant for Salaries of Teachers of Parochial Union Schools.

(Appended to foregoing Circular.)

Poor Law Board, Somerset House,

31 March 1848.

SIR,

THE POOR LAW BOARD desire to bring under the consideration of the Board of Guardians the subject of the grant voted by Parliament for the salaries of the teachers of workhouse schools.

When the question of this grant was first submitted to Parliament in the early part of 1846, it was stated by Sir Robert Peel, on the part of Her Majesty's Government, that the grant should be employed as a means for the improvement of this class of schools; and the Poor Law Board feel it to be their duty to do whatever lies in their power to secure the fulfilment of this object.

The whole of the salaries of the schoolmasters and schoolmistresses of workhouses became charged on this fund from the 1st of October 1846; since which time masters and mistresses have, in several instances, been appointed where no such officers existed previously; and in other cases inefficient officers have been superseded by persons who had been trained and fitted for their duties. No comprehensive effort has, however, hitherto been made to introduce any system for raising the general standard of the qualifications of this class of officers.

The proper education and training of children in the workhouses is essential to the improvement of their condition, as well as highly important with reference to the social condition of the working classes generally; and the increasing of the efficiency of workhouse schools must therefore always be an object of much solicitude with this Board.

The subject of the workhouse schools has also occupied the attention of the Lords of the Committee of Council on Education, as well as the Lords Commissioners of Her Majesty's Treasury.

From the Lords of the Committee of Council on Education the Board have received a communication, of which the following is an extract:

"That during the year 1848 the inspectors of schools be instructed to examine the qualifications of the teachers of workhouse schools.

"That the Board of Guardians be, during this year, informed what are the qualifications of these teachers, and the certificate and salary which, in the year 1849, would thus be awarded to them if their qualifications remained unchanged.

"That in the year 1849 every teacher be again examined for a certificate; and that the salaries granted in that year be in each case determined by the certificate attained by the teacher, and the extent of his duties, as follows:

"To a schoolmaster holding—

"A certificate of permission, granted for one year, a salary of from 5*l.* to 15*l.* be granted;

"A certificate of probation, granted for one year, a salary of from 15*l.* to 30*l.*;

"A certificate of competency, a salary of from 30*l.* to 40*l.*;

"A certificate of efficiency, a salary of from 40*l.* to 50*l.* and upwards.

"That salaries of four-fifths* of these sums be granted to schoolmistresses holding these certificates respectively.

"That, as certain of the masters now holding office may be unable to obtain certificates entitling them to their present salaries, the Poor Law Commissioners be recommended to permit the guardians to provide for one year the difference (between the grant awarded and the salary voted) from the rates of the union.

"That the certificates be determined by the Committee of Council on Education, on the report and examination papers submitted by Her Majesty's Inspectors of Schools; and that the decision be communicated from time to time to the Poor Law Commissioners, who will inform the Lords of the Treasury.

"That it be recommended to the Poor Law Commission to issue regulations to every Board of Guardians, requiring, as conditions of these grants, that convenient and respectably furnished apartments be provided for the

* Two-thirds originally, but afterwards raised.

teachers in workhouses; that they be supplied with rations the same in kind and quantity as the master of the workhouse; that they be subjected to no menial offices; that they have proper assistance in the management of the children when not in school, so that they may have time for exercise and for the education of their pupil-teachers; and otherwise defining their duties and privileges; and that the secretary be directed to communicate with the Poor Law Commission on these subjects.

" Their Lordships had further under consideration the expediency of encouraging teachers who obtain certificates of competency and efficiency, by permitting, under the Minutes of August and December 1846, certain of their scholars to be apprenticed to them, and by allowing them the annual gratuities granted in those minutes for the instruction of their apprentices; and their Lordships resolved—

" That one-half the above stipends of pupil-teachers, and the entire gratuities to the teacher for the successful education of apprentices, be granted to teachers of workhouse schools holding certificates of competency or efficiency, on condition that the stipend of the pupil-teacher be reserved by the Committee of Council to form a fund, which shall be given to him on his leaving the workhouse, if he successfully complete his apprenticeship, in order to provide for his further education in any training school which he may enter with their Lordships' approbation."

From the Lords Commissioners of Her Majesty's Treasury the Board have also received a communication, in reference to this matter, of which the following is an extract:—

" If any parishes not under your control and superintendence desire to participate in the grant of Parliament, such benefit should not be extended in any cases until the amount of the salaries proposed to be paid to the schoolmasters and schoolmistresses, and the medical officers, shall have been reported to you, and your approval of such salaries shall have been first obtained.

" Nor should any sum be paid out of the grant to any person employed in unions or parishes, for instructing paupers, who shall not have been duly appointed to the office of schoolmaster or schoolmistress, and the amount of their salaries sanctioned by you.

" My Lords consider the proper education of the poor in the several unions and parishes to be of such vital importance, that if any of the unions or parishes should neglect to appoint competent persons to the offices of schoolmaster and schoolmistress, or should fail in allowing those who reside in the workhouse the same quality and amount of rations as are allowed to the master and matron, their Lordships will feel themselves justified, upon representation being made to them of any such neglect or default, to withhold the benefit of the grant of Parliament from any union or parish so acting.

" My Lords also consider it very desirable, to ensure orderly conduct amongst the children in the workhouses, that in all cases where it is practicable the schoolmasters and schoolmistresses should reside in the workhouses."

The plan thus laid down by the Lords of the Committee of Council on Education, and approved by the Lords Commissioners of Her Majesty's Treasury, will form the basis on which the grant will, after the present year, be distributed; and the Board entertain an earnest hope that such a distribution of the grant will gradually lead to the appointment to the office of teacher of such persons only as are competent, and have received suitable training; and that the workhouse schools will thus be ultimately placed on an efficient and satisfactory footing.

During the present year, and until the 1st of April 1849, the salaries of the schoolmasters and schoolmistresses will be paid in the same manner as heretofore. After that period the payment of these salaries will be pro-

portioned according to the scale laid down by the Committee of Council on Education, and subject to the certificates of the School Inspectors.

In like manner, wherever those Inspectors shall recommend that any workhouse school be furnished with books, and the necessary school apparatus, the guardians will, it is expected, promptly attend to such recommendation; but if in any case the guardians fail to do this, and decline to provide the books and apparatus which are necessary, the Board will feel it to be their duty to advise the withholding of the grant, leaving the entire salary of the teachers to be defrayed out of the funds of the union.

I am, &c.

(Signed)

GEORGE NICHOLS, Secretary.

To the Clerk of the Board of Guardians.

Copy of Circular Letter addressed by Poor Law Board to Clerks of Boards of Guardians of all Unions in England and Wales, communicating to them amended arrangement, agreed upon by Poor Law Board and Committee of Council on Education, for distribution of Parliamentary Grant to Teachers of Parochial Union Schools.

(Also appended to foregoing Circular.)

Poor Law Board, Somerset House,
6 May 1850.

SIR,

THE POOR LAW BOARD, by a circular dated the 31st of March 1848, communicated to the guardians of the several unions the plan on which the Parliamentary grant for the salaries of teachers in workhouse schools would be distributed during the year commencing at Lady-day 1849.

The experience which has been since obtained of the working of that plan has led to the conclusion that some modification of it is necessary. During the past year the amount payable in respect of the teacher's salary was fixed in each case without reference to the number of scholars in the school, which sometimes resulted in the anomaly, that the highest rate of allowance was granted in respect of teachers having charge of a very small number of scholars, because such teachers held high class certificates. It is, however, obviously desirable that the number of scholars under the teacher's care, as well as his general acquirements and efficiency, should be considered in determining the amount to be allowed to the guardians from the Parliamentary grant on account of his salary.

It has accordingly been determined by this Board, in conjunction with the Committee of Council on Education, that the payments from the grant during the current year shall be made according to the following plan:—

Schoolmasters holding Certificates of *Efficiency* to receive from the grant the sum of 30*l.* a year, together with 5*s.* for each child in the school, up to the maximum payment of 60*l.* where the Certificate is No. 1; 55*l.* where it is No. 2; and 50*l.* where it is No. 3; the number of children to be reckoned in every case on the average number in the school during the twelve months preceding the examination by the Inspector of Schools.

Schoolmasters holding Certificates of *Competency* to receive the sum of 25*l.*, together with 4*s.* for each of the average number of children in the school, up to the maximum payment of 45*l.* where the Certificate is No. 1; 40*l.* where it is No. 2; and 35*l.* where it is No. 3.

Schoolmasters holding Certificates of *Probation* to receive the sum of 20*l.*, together with 3*s.* for each of the average number of children in the school, up to the maximum payment of 30*l.* where the certificate

is No. 1; 25*l.* where it is No. 2; where it is No. 3, the salary remains at 20*l.*

Schoolmasters holding Certificates of *Permission* No. 1, to receive the sum of 15*l.* a year; No. 2, 10*l.* a year; and No. 3, 5*l.* a year. Teachers holding Certificates of this class will not be entitled to any addition from the grant on account of the number of scholars under their care.

The payments from the grant to schoolmistresses will be in the proportion of four-fifths of those allowed to schoolmasters holding corresponding certificates of qualification.

The following table will more clearly show the payments which will be made under this arrangement to the several classes of masters and mistresses:—

PAYMENT FROM PARLIAMENTARY GRANT.

CERTIFICATE.	Fee for each Scholar, regulating Salary between Minimum and Maximum.	Masters.		Mistresses.	
		Minimum Salary.	Maximum Salary.	Minimum Salary.	Maximum Salary.
Efficiency - - 1	s.	£	£	£	£
2	5	30	60	24	48
3			55		44
Competency - - 1			50		40
2	4	25	45	20	36
3			40		32
Probation - - 1			35		28
2	3	20	30	16	24
3			25		20
Permission - - 1			20		16
2	- - -	15	15	12	12
3		10	10	8	8
		5	5	4	4

The sums to be paid out of the Parliamentary grant on account of the salaries of schoolmasters and schoolmistresses will in general be regulated according to the table above given, but instances will probably arise in which it may be deemed proper to assign a lower payment than that indicated in the table, as in the case of a very youthful teacher who has only just entered upon his charge; or a higher allowance, as in the case of a teacher of great merit having charge of an extraordinary number of children.

As the amount of the fees will be regulated by the average number of children in the school during the year, an accurate record of the daily attendance in the school must be kept, and the guardians are requested to give the necessary directions for effecting this object.

In a few instances the teachers do not reside in the workhouse, and are not provided with rations; and it is therefore necessary to state, that the sums set forth in the above table are to be paid to the teachers in addition to residence and rations; and that where these are not provided the guardians will be required to allow the teacher the sum of 15*l.* a year in lieu thereof, in order to entitle them to receive from the Parliamentary grant the sum specified in the certificate.

It is necessary further to observe, that until the salaries of the teacher shall in every instance be identical with the sums specified in the certificates, the salary heretofore paid, where it is less than the amount specified in the certificate, should be increased to that sum, the whole of which will be repaid to the guardians out of the Parliamentary grant. Where the amount specified in the certificate is less than the salary heretofore paid, the stipulated salary should continue to be paid, notwithstanding the certificate, until the

Board's sanction be obtained for its reduction. In this latter case, the difference between the sum specified in the certificate and the stipulated salary must be defrayed out of the union fund, as only the amount specified in the certificate will be repaid out of the grant.

By order of the Board,

(Signed) GEORGE NICHOLS, Secretary.

To the Clerk of the Board of Guardians.

MINUTE by the COMMITTEE of COUNCIL on EDUCATION, dated 6 August 1851, relating to GRANTS to CERTIFICATED TEACHERS in TRAINING SCHOOLS.

At the Council Chamber, Whitehall, the 6th day of August 1851;

By the Lords of the Committee on Education of Her Majesty's Most Honorable Privy Council;

Read,—Recommendations by the Rev. Professor Moseley, and the Rev. F. C. Cook, Her Majesty's Inspectors of Schools, in their General Reports upon Training Schools for the year 1850, to the effect that the grants now made to Certificated Teachers in *Elementary* Schools under inspection be extended to *Training* Schools.

Resolved,—That, in Training Schools under a Principal and Vice Principal, or Matron and Head Governess, their Lordships will, on the recommendation of one or more of Her Majesty's Inspectors, as they may in each case see fit to require, grant augmentations of salary to resident Assistant Teachers, holding respectively one of their Lordships Certificates of Merit not lower than the third division of the first class, on the following conditions:—

1. Their Lordships to be satisfied with the branches of instruction committed to the Assistant Teacher.
2. The augmentation to be the same, and to depend on the same conditions of salary and emoluments, as in *Elementary* Schools.
3. An annual certificate from the Inspector or Inspectors that they are satisfied with the general management of the school.
4. A similar certificate that they are satisfied with the skill of the Assistant Teacher. This certificate to be verified by reference to the written exercises of the students.
5. An annual certificate from the principal that he has been satisfied with the Assistant Teacher's moral character and attention to duty during the past year.

MINUTE by the COMMITTEE of COUNCIL on EDUCATION, dated 6 August 1851, relating to GRANTS for RETIRING PENSIONS to TEACHERS.

At the Council Chamber, Whitehall, the 6th day of August 1851;

By the Lords of the Committee on Education of Her Majesty's Most Honorable Privy Council;

Read,—A former Minute, dated 21 December 1846, whereby it is provided,

That a retiring pension may be granted by the Committee of Council to any schoolmaster or schoolmistress who shall be rendered incapable by age or infirmity of continuing to teach a school efficiently.

Provided that no such pension shall be granted to any schoolmaster or schoolmistress who shall not have conducted a Normal or Elementary School for fifteen years, during seven at least of which such school shall have been under inspection.

That, in all cases of application for pensions, a report shall be required from the Inspector, and from the trustees and managers of the schools, as to the character and conduct of the applicants, and the manner in which the education of the pupils under their charge has been carried on.

The amount of the pension shall be determined according to such report, but shall in no case exceed two thirds of the average amount of the salary and emoluments annually received by the applicant during the period that the school has been under inspection.

A minute of the grant of every such pension, and of the grounds on which it has been awarded, shall be published in their Lordships' Minutes.

Resolved—That the foregoing Minute be declared to have been intended to facilitate the appointment of competent successors in the place of meritorious but incapacitated teachers, whose removal might, by such assistance, be effected in a manner consistent with their claims on the public.

That, in order to define the extent of the charge to be created on the Parliamentary grant for Education, the pensions to be awarded, pursuant to the Minute of the 21st of December 1846, be as follows:—

20 Pensions of £30 each	600
100 Pensions of £25 each	2,500
150 Pensions of £20 each	3,000
Donations or special gratuities	400

£ 6,500

That in order to give precedence to the most deserving cases, all applications for retiring pensions be collected for

comparison, and decided according to their respective merits, not oftener than twice in each year, until the foregoing list be completed, and thenceforth only as vacancies in it shall occur.

That the pension be liable to be withdrawn on such proof as shall be satisfactory to their Lordships that the pensioner has been guilty of misconduct, or possesses sufficient means of livelihood from other sources.

Circular Letter addressed to Her Majesty's Inspectors of Schools on two foregoing Minutes of 6 August 1851.

Committee of Council on Education,
Privy Council Office, Downing Street,

SIR, October 1851.

I AM directed to communicate to you the enclosed copy of Minutes adopted by the Lords of the Education Committee of the Privy Council at their meeting on the 6th of August 1851, concerning :—

1. The extension to training schools of the grants now made to certificated teachers in elementary schools under inspection, and
2. The retiring pensions to be allowed to superannuated schoolmasters and schoolmistresses.

I. Augmentations of Salary to Teachers in Training Schools.

Such reports as you may be called upon to make with reference to the augmentation of teachers salaries in training schools will naturally fall under the instructions dated 30 November 1849 and 1 August 1850, which provide for the inspection of such establishments. My Lords, as a rule of administration, will calculate all these grants from Christmas to Christmas, and will pay them, in each instance, at the same time as the grants allowed on account of the student's examination.

You are aware that the practising-schools annexed to normal colleges are already treated as elementary schools, within the purport of the Minutes of 1846. The teachers in such schools are not therefore the objects of the Minute now under consideration. They will continue to be reported upon in the Form No. XXVIII. as heretofore. Reports by Her Majesty's Inspectors, pursuant to the Minute of 6 August 1851, will be made in a separate form, of which a copy is enclosed.

It is intended that these reports should be transmitted to my Lords immediately after the joint visits of Her Majesty's Inspectors to the training schools under inspection. They will then be put aside until the time comes for awarding grants after the Christmas examination next following. In the meantime they will be of great use in the Education Office as memoranda, in anticipation of the annual report on training schools: e.g. All such reports as are received in the course of 1852 will be collected until after the examination at Christmas 1852, and such augmentation grants as may be allowed to teachers in training schools will be paid for the year ending 31 December 1852, at the same time as the grants on account of the students who shall then have obtained a position in the class lists.

You will have a favourable opportunity of bringing this Minute, with the requisite explanations, under the notice of the authorities of the training school at which you may be commissioned to hold an examination in December next.

Their Lordships are aware that masterships in several training schools are held by graduates from the universities, or by other gentlemen, concerning whose qualifications there can be no doubt, although their standing may not permit them to undergo another examination. To such cases the Minute of

6 August 1851 is not intended to apply. My Lords had these cases specifically under consideration, and the Committee came to the unanimous conclusion that they involved entirely new questions, upon which it would be premature to enter. My Lords desire, however, to be understood as in no sense wishing to exalt their own certificates above other diplomas in constituting and recruiting the establishments of training schools. They readily admit the great services which are rendered by a class of instructors who must always differ from the holders of their Lordships' certificates.

The services which certificated teachers appear to be especially well qualified to render in training schools are those which consist, not so much in lecturing and in the direction of studies, as in perfecting the students (by examination, and by the careful revision of exercises,) in the matter of their oral instruction. They are to be regarded as tutors rather than as professors. The Minute therefore which provides for their introduction has a specific field of operation, easily distinguishable in its extent from the rest of the ground covered by normal instruction, which is left exactly as it was before.

Their Lordships also desire to suggest the fitness of these teachers to serve as masters of method. At the last conference of Her Majesty's Inspectors the employment of such officers in training schools was urged as particularly needful.

II. Retiring Pensions for Teachers.

Their Lordships intend thenceforth to decide upon retiring pensions at Michaelmas and Lady-day in each year.

My Lords do not regard such pensions as intended to be eleemosynary in their character, nor simply as personal rewards of merit. You will not have failed to observe that by the Minute of 21 December 1846 their Lordships *take power, but do not pledge themselves*, to grant pensions of this nature. No such pension therefore can be claimed as a right, under any circumstances whatever; and you will be careful to hold this language in all your communications upon the subject.

My Lords will require to have before them a report in the enclosed form. The questions numbered from 1 to 12 will be filled up from the records of this office, and by correspondence. The form, when so completed, will be transmitted to you for verification, and for the insertion of your remarks. A visit to the school will generally, but may not always, be necessary.

I am to repeat the caution, that it has not been their Lordships intention to make provision, by the establishment of a general system of pensions, for persons who have had average means of providing for themselves, or to offer a premium upon removals which might with strict justice be simply enforced.

No applications will be entertained, except in cases where the consideration specially due to an individual requires to be reconciled with the interests of a school. If it appears that such consideration has not been strictly deserved, or that the interests of the school will either remain unprovided for, or that they can adequately be met without this particular form of assistance, no grant will be made.

Their Lordships had before them, but did not feel prepared to proceed with, the question of a teachers assurance society. They may possibly resume the consideration of such a plan hereafter.

The Minute now brought under your notice was framed with especial reference to teachers who had entered upon their profession under one system, and had lived on into another. Teachers generally are not authorized in calculating upon these Minutes as affording a substitute for the economy which is incumbent upon them, in common with all other workers, while their strength lasts.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

Form of Report referred to in foregoing Circular, on Minute dated
6 August 1851.

Report on
Division of the First Class.

Training School,
certificated in the

1. What is the total number of students at this time resident in the training school?

2. Enumerate the officers of the establishment (including the above-named) in the following Table:—

Name.	Name of Office.	Subjects in which lecturing, or other Duties.	Whether resident on the Premises.

3. What annual sums did the training school derive, according to the most recent statement of its accounts from—

Endowment or investment	-	-	-	£
Annual subscriptions*	-	-	-	-
Donations or collections†	-	-	-	-
Students' fees	-	-	-	-
Other sources, NOT including grants from the Parliamentary fund	-	-	-	}

Total - £

What sums were expended during the same period in—

Salaries of principal and teachers	-	£
Books and apparatus	-	-
† Exhibitions, NOT including Queen's scholarships	-	-
† Household, including ordinary repairs	-	-
Buildings, NOT including ordinary repairs	-	-
Other items	-	-

Total - £

For what period is this account given?

Is the institution charged with any incumbrances beyond those of the current year?

4. What is the annual fee charged to each student?

5. Is the general management of the institution satisfactory, or such as promises needful improvement?

Does the institution now afford, or is it likely in the course of the current year to afford, all the requisite means of completing the education of Queen's scholars?

* When the training school is maintained by a central society here enter the sums advanced by the society.

† Care should be taken not to enter twice over those exhibitions which are not paid in money, but by the remission of fees. If such remissions are entered under exhibitions, they should be deducted from household in this return, and vice versa.

6. What salary does the teacher, for whom a grant of augmentation is now sought, receive from the managers?

7. Is the teacher provided with a separate study and sleeping room?

8. Her Majesty's Inspectors will here enter (from personal observation) their opinion of the skill with which the teacher discharges the duties assigned to him [or her] in the Table No. 2. This opinion will afterwards be verified by reference to the students papers.

9. I Principal of the training school, hereby certify that the above-named has been employed as a teacher in the training school, throughout the usual periods of study, between 1 January and 31 December 185 ; and that I have been satisfied with h moral character and attention to duty during that time. I therefore recommend h to the Lords of the Education Committee of the Privy Council, for a grant in augmentation of h salary, pursuant to their Lordships Minute dated 6 August 1851.

(Signed)

Principal.

Remarks by Her Majesty's Inspectors.

(Signed) _____

} Her Majesty's Inspectors.

the

Day of

185 .

Form of Report referred to in foregoing Circular.

RETIRING PENSION.

- (1) Name and class. (1) School.
(2) Christian and surnames in full. (2) (3) M
(3) Master or mistress. (3) (3) M

Committee of Council on Education,
Council Office, Whitehall.

SIR,

185 .

IN reply to your letter dated , I am to request that you will have the goodness to fill up this form, with the exception of the heads numbered respectively 3, 4, 5, and 13, which should be left blank. The form when thus completed should be returned to me.

I have, &c.

To .

1. *Exact* date of applicant's birth.
2. *Exact* date of appointment to present school.
3. *Exact* date at which school was rendered liable to inspection.
4. What official records of actual inspection by Her Majesty's Inspectors.
5. General character of school and teacher as appearing from such records.
6. How applicant is incapacitated from continuing to teach efficiently (*a medical certificate must accompany this Report in all cases where other infirmities besides those arising from old age are alleged*).

7. Annual income of the school from the last account, i.e. for the year ending

From local Endowment.	From local Subscriptions.	From local Collections.	From School Pence.	From* other Sources (if any).	Total.

Annual expenditure of the school for the same period.

Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any).	On Books and Stationery.	Other Expenses.	Total.

How is the deficiency (if any) supplied? Are there any debts remaining to be liquidated except those of the current year?

8. What has been the annual average salary and emoluments (*in money*) received by the teacher *from all professional sources whatever*, during the period that the school has been under inspection?

9. What *other* emoluments has the teacher enjoyed during the same period?

10. What has been the average number of scholars attending the applicant's school during the same period?

11. Have the applicant's scholars generally done credit to his instruction by their good conduct and success in life? What is the number of scholars *now* in ordinary attendance at the school?

Certificate to be signed by or on behalf of the Managers.

(4) Name and class. The undersigned representing the managers of
 (5) Christian and surnames the (4) school hereby certify
 in full.
 (6) Master or mistress, that (5) M (6)
 of the said school has borne an excellent character, and has conscientiously discharged the duties of his office during the period of his employment.

The undersigned engage to provide a competent successor, and to use their efforts to maintain the school in efficiency, if a retiring pension be granted to (5) pursuant to the minutes of the Committee of Council on Education, dated 21 December 1846 and 6 August 1851.

(Signed) _____

 _____ } Managers of the said school.

13. Remarks by Her Majesty's Inspector.

day of _____ 185 .

(Signed) _____

Her Majesty's Inspector.

At the Council Chamber, Whitehall, the 10th day of December 1851;

BY THE RIGHT HONORABLE THE LORDS OF THE COMMITTEE
OF COUNCIL ON EDUCATION;

Read,—So much of the Minute dated 18 December 1847 whereby it is provided that “a normal school may obtain books and maps on the same terms as an elementary school with pupil-teachers.”

Resolved—That it is expedient to extend this provision, in respect of training schools under inspection, so as to allow pecuniary grants for the purchase of books and maps at the rate of 10s. per student; the applicants in every such instance contributing 20s. to meet their Lordships’ grants.

At the Council Chamber, Whitehall, the 10th day of December 1851;

BY THE RIGHT HONORABLE THE LORDS OF THE COMMITTEE
OF COUNCIL ON EDUCATION;

Read,—A memorial, dated 14 November 1851, from Sir Moses Montefiore, as president, and by the direction, of the London Committee of the British Jews, adverting to and repeating former applications for the admission of Jewish schools to participation in the Parliamentary grant for education.

(*Memorial.*)

Grosvenor Gate, Park Lane,
14 November 1851.
MAY IT PLEASE YOUR LORDSHIPS,

In the year 1847 I had the honor, as president, and by the direction of the London Committee of Deputies of the British Jews, to address a letter to the Right Honorable Lord John Russell, on the subject of the Parliamentary grants for education as affecting Jewish schools.

I took occasion to observe that, although the Board of Deputies had refrained from any public manifestation of feeling which might tend to embarrass the Government, it had observed with intense anxiety the progress of the Government measures on the subject.

I ventured to express the hope of the Jewish community, that its schools would not be excluded from participating in the benefit of future Parliamentary grants; and I adverted to the fact, that, although the maintaining of these schools was dependent on voluntary subscriptions, much had been effected in providing for the mental culture of the poorer classes of Jews; but that the aid thus obtained was insufficient to provide adequately for this important object.

His Lordship kindly favoured me with an immediate reply to my letter, and stated, that he should be sorry to see the Jewish community excluded from a participation in the benefits proposed to be conferred by the future Parliamentary grants for education; that the terms upon which such benefits might be extended to the Jewish schools would require consideration, and that he would be glad to receive from me any communications on the subject.

On receipt of his Lordship’s reply, I submitted to the consideration of the Chief Rabbi, whether Government aid in support of our schools could be

accepted on the conditions laid down in the Minutes of Council on Education; and having received a reply in the affirmative, I availed myself of the intimation kindly conveyed to me by his Lordship, that he would be glad to receive from me any communication on the subject, to forward to his Lordship a copy of the Chief Rabbi's letter.

The Board of Deputies entertained the impression, after the declaration of his Lordship that he should be sorry to see the Jewish community excluded from the benefits of future Parliamentary grants, and after the explanation given in the letter of the Chief Rabbi showing that Jewish schools were not precluded by the Minutes of Council from the acceptance of aid, that no difficulty would arise in the event of application being made by or on behalf of any such schools, provided the Council should be of opinion that there were sufficient grounds for any such application, and that it ought therefore to be complied with.

It has been represented to this Board, that early in the year 1849 application was made to the Council for assistance to the Jews Free School, an establishment which dispenses education to upwards of 1,000 Jewish children of the poorer classes of both sexes in the densely-populated district of Spital-fields; and that about the same period a preliminary inquiry was addressed to your Lordships secretary on behalf of a new school about to be erected by the Jews of Manchester. The result of the correspondence, as regards both these applications, appears to have been, that your Lordships were under the impression that the Minutes of Council, up to that period sanctioned by Parliament, prevented your Lordships from granting aid to Jewish schools.

Your Lordships later Minutes, however, show, that your Lordships, besides rendering assistance to Church of England schools, also now grant aid in various ways to the schools of several of the nonconforming bodies; and I may advert to the fact, that the schools of the Roman Catholics, which do not use the authorized version of the Scriptures, have been recently admitted to share in the Parliamentary grants.

The Minutes of the Council also show, that, in settling the terms on which grants are to be made, your Lordships are desirous of manifesting an impartial respect for the rights of conscience, and to render the funds placed at your Lordships disposal generally available in the furtherance of education.

In the uncertainty whether, according to the views upon which your Lordships are now acting, your Lordships are still guided by the impression that the existing Minutes of Council preclude the extension of the Parliamentary grants to Jewish schools, it becomes the duty of the Board of Deputies to address your Lordships on the subject the more particularly at the present time.

Your Lordships are doubtless aware that a movement is in progress for the establishment and maintenance of free schools to be supported by local rates. In the printed address of the Manchester and Salford committee on local education, under the head "The effects of the Manchester and Salford Boroughs Education Bill if brought into operation," it is stated, section V., "the basis upon which schools might avail themselves of assistance out of the rate would avoid the difficulties of the religious question," and proceeds, "What has been settled in this respect by the authority of Government and the sanction of the Legislature would here be accepted as settled, and hence all schools permitted to participate in the benefits of the Parliamentary grant for educational purposes would also be permitted to participate in the benefit of the local rate."

Your Lordships will therefore perceive (assuming your Lordships to entertain the same opinion as heretofore expressed) how essential it is that the Minutes of Council should not be such as to preclude Jewish schools from participating in the Parliamentary grants, for, should the principle of local taxation for educational purposes be brought into general operation, and the rule be adopted of only recognizing such as would be permitted to partici-

pate in the benefits of these grants, we submit that it would be most unjust as well as socially wrong that the schools of the Jewish community should be excluded from the benefit of the rates to which Jews would by law be compelled to contribute.

Further, I would urge upon your Lordships that the head of Her Majesty's Government having stated that he would be sorry to see the Jewish community excluded from participation in the benefit of the Parliamentary educational grants, and the Lord President of the Council having also, as I am informed, expressed similar sentiments, there appears to be no objection in principle for the modification of the Minutes of Council, should your Lordships still be of opinion that in their present state they operate to the exclusion of Jewish schools.

The Board of Deputies therefore respectfully solicit your Lordships to take the position of Jewish schools, as regards their right to participate in future Parliamentary grants, into consideration within as early a period as your Lordships other important duties will permit, and particularly before the re-assembly of the Parliament.

The friendly sentiments expressed by Lord John Russell and the Lord President of the Council afford the Jewish community strong grounds for hoping that the Council will adopt such measures, previously to the re-opening of Parliament, as will for the future enable Her Majesty's subjects professing the Jewish religion to share in the benefits of the Parliamentary educational grants.

Requesting the favour of a reply to this communication,

I have the honor to be, &c.

(Signed) MOSES MONTEFIORE.

To the Right Honorable

The Lords of the Committee of Council on Education.

Resolved, That a letter to the following effect be returned:—

(No. 1.)

Committee of Council on Education,

SIR, Council Office, Whitehall, 17 December 1851.

I AM directed by the Lords of the Education Committee of the Privy Council to acknowledge the receipt of a memorial, in which, as president and by the direction of the London Committee of Deputies of the British Jews, you advert to and repeat several former applications for the admission of Jewish schools to participation in the Parliamentary grant for education.

With reference to these applications, I am to ask whether the Committee of Council are right in inferring from the correspondence on the subject that the Scriptures of the Old Testament will be required to be read daily in the Jewish schools for which assistance is asked, and that no objection will be taken to the inspection of such schools by Inspectors appointed or to be appointed by Her Majesty in conformity with existing Minutes of the Education Committee of the Privy Council, such Inspectors being instructed to report, in the case of Jewish schools, respecting the secular instruction only, and not being charged with this duty unless themselves laymen.

I have the honor to be, &c.

Sir Moses Montefiore, Bart.,
Grosvenor Gate, Park Lane.

(Signed) R. R. W. LINGEN.

(No. 2.)

Grosvenor Gate, Park Lane,

24 December 1851.

SIR,

I HAVE the honor to acknowledge the receipt of your communication of the 17th instant, and in reply to the inquiry directed to be made by the Lords of the Education Committee of the Privy Council, I am empowered by

the Board of Deputies to state, that their Lordships are perfectly right in inferring that the Scriptures of the Old Testament will be required to be read daily in the Jewish schools for which assistance is asked, and that no objection will be taken to the inspection of such schools by Inspectors appointed or to be appointed by Her Majesty in conformity with existing Minutes of the Education Committee of the Privy Council, such Inspectors being instructed to report in the case of Jewish schools respecting the secular instruction only, and not being charged with this duty unless themselves laymen; and I avail myself of this occasion gratefully to thank their Lordships for their Lordships kind and prompt attention to the subject.

I have the honor to be, &c.,

The Secretary,

(Signed) MOSES MONTEFIORE.

Committee of Council on Education.

(No. 3.)

Committee of Council on Education,
Council Office, Whitehall, 22 January 1852.

SIR,

ADVERTING to your letter of the 24th ult., I am directed by the Lord President of the Council to express the satisfaction of the Education Committee on finding that thus far there is not likely to be any obstacle to the admission of Jewish schools to the benefits of the Parliamentary grant.

You are probably aware that in the actual dispensation of grants from the public fund my Lords confine themselves to direct correspondence with the promoters or managers of the particular schools in question. There are, however, certain general matters from time to time affecting the schools of a given denomination for the discussion and settlement of which it is convenient that the denomination should, in its relations with the Committee of Council, be in some manner collectively represented; I am therefore to inquire, in the first instance, how far the London Committee of Deputies of the British Jews is invested with a representative character with regard to the interests of Jewish schools.

You can probably furnish me with some printed form of report or other document which will at once supply the desired information.

I have the honor to be, &c.

Sir Moses Montefiore, Bart.

(Signed) R. R. W. LINGEN.

&c. &c. &c.

(No. 4.)

Grosvenor Gate, Park Lane,
29 January 1852.

SIR,

I HAVE the honor to acknowledge the receipt of your communication of the 22d instant. It is very gratifying to the Board of Deputies to be informed that the Lord President and Committee of Council on Education find that thus far there is not likely to be any obstacle to the admission of Jewish schools to the benefits of the Parliamentary grants.

In compliance with the intimation that you should be furnished with some printed form of report or other document showing how far the London Committee of Deputies of the British Jews is invested with a representative character with regard to the interests of Jewish schools, I transmit herewith a printed copy of the resolutions showing the powers vested in that body, and I refer your attention in particular to the 1st and 16th of such resolutions. You will observe that it is under the provisions of the 1st resolution the Board is now acting with reference to the subject of our correspondence, and that by the 16th resolution it is the proper and indeed the only medium of official communication with the Government.

The Board of Deputies clearly understands that in the actual dispensation of grants from the public funds their Lordships confine themselves to direct

correspondence with the promoters or managers of the particular schools making application for aid, and you will perceive that the object of the Board is not to ask assistance for any Jewish school in particular, but that Jewish schools generally shall not, as such, be shut out from sharing in the benefits of the Parliamentary grants.

There can be no doubt that any intimation from their Lordships to this Board upon general matters that may from time to time arise affecting Jewish schools, would, when needful, enable the Board, in its representative character to communicate with their Lordships thereon.

I have the honor to be, &c.

(Signed) MOSES MONTEFIORE,

President.

The Secretary,
Committee of Council on Education.

Resolutions (accompanying foregoing letter) adopted by the Several Congregations in London relative to the Duties, &c., of the London Committee of Deputies of the British Jews, 5610—1850.

- 1st. That the Board of Deputies shall make observation of all proceedings relative to legislative and municipal enactments, and shall use such means as they may deem requisite in order that no infraction upon the religious rites, customs, and privileges of the Jewish community may ensue therefrom; that they shall also watch over the interests of the Jews in this empire, and deliberate on what may conduce to their welfare and improve their political condition, and that for these purposes they may adopt such measures as they may think proper, consult legal opinions, call to their aid and co-operation and obtain the advice of such persons as they may deem requisite and proper.
- 2nd. That the guidance of the community in religious matters shall remain, as heretofore, with the ecclesiastical authorities.
- 3rd. That the Deputies shall furnish a report of their proceedings to the president of each synagogue in the months of "Elul" and "Adar," who shall submit the same to the next meeting of the elders or vestry.
- 4th. That in all proceedings of the Deputies relative to any legislative or municipal enactments, and in all matters of importance, the Deputies shall, fourteen days previously to taking any measures founded on such proceeding, report their intention to the president of each synagogue, who shall forthwith cause such report to be publicly announced as open to the perusal of the yehidim, or ratepayers of the congregation.
- 5th. That in case of emergency, when even a short delay might be fatal to the object to be attained, the Deputies may adopt such proceedings as may appear to them, in such cases, to be indispensable, and shall report their proceedings forthwith to the president of each synagogue, who shall communicate the same to the yehidim, or ratepayers, as before mentioned.
- 6th. That the president of each synagogue shall, on the receipt of any special report from the Deputies, cause the reception of such report to be forthwith announced in the synagogue, and a notice affixed at the door, that the said report is open for the perusal of the yehidim and seatholders at the synagogue chambers.
- 7th. That on a requisition in writing by a certain number of yehidim or ratepayers, to be agreed upon by the respective synagogues, it shall be incumbent on the president of each synagogue to convene forthwith a meeting of all the members of the synagogue sending such requisition, to deliberate upon any measures about to be proposed or undertaken by the Deputies; and in the event of any dissent being expressed, the votes of the several congregations on the subject of

such dissent shall be computed according to the number of Deputies they respectively send, and in case of the majority so computed dissenting, the proposed measures shall not be proceeded with.

- 8th. That all yehidim and male renters of seats in each synagogue, above the age of 21 years, are eligible to vote for the Deputies.
- 9th. That all yehidim or בעלי בתים (members) who are renters of seats, and not in arrear in their payments to the synagogue more than 12 months, are eligible to be elected to the office of Deputy.
- 10th. That their period of service shall be for 3 years, and at the determination thereof they shall be eligible for re-election.
- 11th. That the election of Deputies for the several synagogues shall take place on the first Sunday in the month of "Iyar."
- 12th. That all elections for Deputies shall be by ballot.
- 13th. That on the resignation or death of any Deputy, the president of the synagogue to which such Deputy shall have belonged shall convene a meeting within 2 months, for the purpose of electing a successor, who shall serve until the next ensuing general election of Deputies.
- 14th. That no proxies be allowed at any election of Deputies.
- 15th. That no person under 21 years of age shall be eligible to be a Deputy.
- 16th. That the Board of Deputies of the British Jews be the only medium of official communication (for the purposes of their appointment) with the Government of the country.
- 17th. That any congregation of Jews in the United Kingdom, being desirous to be represented at the Board of Deputies, may for that purpose nominate one or more of its own members, or of the members of any London congregation represented at the Board; provided that every representative so chosen be duly qualified to act as a yehid or בעל בית (member); that he be not in arrear in his payments to the synagogue to which he belongs more than 12 months; that he be of the age of 21 years; and that he do not represent any other synagogue. The Board of Deputies being empowered to make such regulations relative to the proportionate number of the representatives to be appointed by the several synagogues respectively, and the proportionate amount of such several synagogues expenses, as they may think it expedient to adopt.
- 18th. That, 3 months previously to the next periodical election of Deputies, a conference of sub-committees, to be appointed by the several congregations, shall be held, to consider whether the present regulations may require any alteration, or be susceptible of improvement.

(No. 5.)

Committee of Council on Education,
Council Office, Whitehall, 7 February 1852.

SIR,

I HAVE the honor to inform you that your letter of the 29th ultimo, and its enclosure, showing the constitution and powers of the London Committee of Deputies of the British Jews, have been submitted to the Lord President of the Council.

His Lordship conceives that the relations of Jewish schools to the Committee of Council on Education may be embodied in a Minute to the following effect:—

1. That the London Committee of Deputies of the British Jews be the ordinary channel of such general inquiries as may be desirable as to any school applying for aid as a Jewish school.
2. That Jewish schools receiving aid from the Parliamentary grant be open to inspection, but that the Inspectors shall report concerning the secular instruction only.
3. That those only of Her Majesty's Inspectors who are laymen be employed in the inspection of Jewish schools.

4. That no gratuity, stipend, or augmentation of salary be awarded to schoolmasters or assistant teachers who are ministers of religion; but that their Lordships reserve to themselves the power of making an exception in the case of training schools, and of model schools connected therewith.

I am to state, in explanation of the last article, that it represents the inviolable practice of the Committee of Council in regarding the schoolmaster's office as one of civil, not ecclesiastical nature, and that the terms of this article will, in conformity with precedents, be held to embrace every function which might tend to characterise the schoolmaster as other than a layman.

I am directed to send by the messenger who will deliver this letter a complete set of their Lordships minutes and reports since 1839; and I am to state, that the rules and practice of their Lordships administration, when not inconsistent with the foregoing special minute, will be held to apply to Jewish schools in common with others.

Your Board is doubtless aware that grants are not made by the Committee of Council to meet the general expenses of schools. Their Lordships grants are (all of them) appropriated to specific objects.

I proceed to enumerate these objects, and to enclose (in envelopes numbered to correspond with each of them) the principal forms and instructions in point.

1. The erection, enlargement, or improvement of school-buildings and furniture.
2. Grants for the purchase of books and maps at reduced prices.
3. Annual grants to pay the stipends of scholars apprenticed as pupil-teachers, and gratuities to the masters or mistresses instructing them.
4. Annual grants to augment the salaries of teachers who have obtained certificates upon examination, and whose schools are in each year favorably reported of by Her Majesty's Inspector.
5. Grants in aid of schools of industry.
6. Grants and exhibitions (both depending upon examination) on account of the students in training schools.
7. Retiring pensions to teachers.

The first application for aid should in all cases be made by the correspondent of the particular school in a letter addressed to "The Secretary, Education Committee, Privy Council Office, Whitehall," merely naming the school, and the object of the application, and asking to be furnished with the instructions requisite to bring the case before the Committee of Council.

The forms now in use will not require any modification with respect to Jewish schools, except so far as regards the trust deeds under which those to be built with aid from the Parliamentary grant are to be held.

From the schedule of forms in envelope No. 1., you will understand the necessity of settling, in the first instance, a Model Trust Deed for the use of Jewish schools.

Of the various forms of Model Deeds which have been accepted by the Committee of Council, in their correspondence relating to various classes of schools, the simplest is that adopted by the British and Foreign School Society, of which I enclose a skeleton draft. The proviso which vests the management of the school in certain subscribers for the time being is varied in the Model Deeds of Wesleyan and Free Church (in Scotland) schools, so as to introduce more of congregational action.*

* Extract from Wesleyan Model Deed:—

"That the said school or schools shall be under the immediate care direction and control of a local committee of management to be annually appointed as herein-after mentioned and which shall consist of the ministers of the said connexion appointed and stationed for the time being by the said yearly Conference to and in the circuit of the said connexion in which the said school or schools

It will be for your Board, having these precedents before them, to submit a Draft Model Conveyance of Jewish schools to their Lordships for approval.

It would be very desirable to get such a Model Deed settled as speedily as possible, in order that this correspondence may be laid before Parliament, in a complete state, before the next vote is asked for education.

In the meantime my Lords are prepared to receive applications for all the other permissible forms of assistance (except for building) from the correspondents of Jewish schools, conformably to the terms of this letter.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 6.)

Grosvenor Gate, Park Lane,
9 February 1852.

SIR,

I HAVE to acknowledge receipt of your communication of the 7th instant, with the documents accompanying the same, to which I shall have

and premises shall for the time being be situate two trustees for the time being of the said school-house or school-houses or school-room or school-rooms and premises to be annually appointed by the trustees for the time being from among themselves the society steward or stewards for the time being of the society of Wesleyan Methodists in immediate connexion with the said school or schools and a suitable number (as circumstances may from time to time render expedient) being not less than six persons to be elected and chosen at the annual general meeting of the subscribers to and friends of such school or schools by the annual subscribers of not less than five shillings each to the support thereof of which suitable number two thirds at least shall at the time of their appointment be members of the said Wesleyan Methodist society Provided always that in case any such annual meeting shall happen to be postponed or cannot be held at the usual time the committee as aforesaid for the time being shall continue to act until such meeting and such appointment shall be held and be made as aforesaid "

Extract from Free Church Model Deed :—

" In trust that the said piece of ground together with the school or school-house dwelling-house for the teacher thereof and all other buildings which either are now or may be hereafter erected thereon and other appurtenances thereof shall in all time coming be used for the purposes of educating the children of the poor and working classes and shall for these purposes be occupied and enjoyed as and for a school or school-house with schoolmasters dwelling-house in connexion with the said body of Christians called the Free Church of Scotland or any united body of Christians composed of them and such other body or bodies of Christians as the said Free Church of Scotland may at any time hereafter associate with themselves under the foresaid name of the Free Church of Scotland or under whatever name or designation they may assume and in particular in connexion with the foresaid congregation thereof and under the immediate management of the office bearers being the minister elders and deacons or elders acting as deacons of the said congregation subject to such superintendence direction control government or review as by the laws and usages for the time of the said body or united body of Christians shall be prescribed "

Both Deeds contain a proviso to the following effect :—

" Provided always that the said school shall be open to the children of all classes who may wish to avail themselves of it and that religious instruction shall be given therein according to such regulations as may be laid down from time to time by the General Assembly of the said Free Church and provided also that no child shall be required to be present at the instruction given from the Bible whose parent or guardian shall object thereto or be required to learn any catechism or other religious formulary or to attend any Sunday school or place of worship to which his or her parents or guardians respectively shall object "

much pleasure in directing the immediate attention of the Board of Deputies.

I have the honor to be, &c.
 (Signed) MOSES MONTEFIORE.
 To the Secretary,
 Committee of Council on Education.

(No. 7.)

Grosvenor Gate, Park Lane,
 25 February 1852.

SIR,

I HAD the pleasure to submit to the Board of Deputies, at a meeting of that body held on Monday evening last the 23rd instant, your communication to me of the 7th February instant, and which I am deputed thankfully to acknowledge.

Agreeably to your intimation, a Model Deed will be prepared with as much expedition as practicable, and forwarded to their Lordships for approval.

The intimation of their Lordships, that in the meantime their Lordships are prepared to receive applications for all the other permissible forms of assistance (except building) from the correspondents of Jewish schools, conformably to the terms of the letter of the 7th instant, is highly gratifying to the Board of Deputies, and cannot fail to be equally so to the Jewish community generally.

I have the honor to be, &c.
 (Signed) MOSES MONTEFIORE, President.
 To the Secretary,
 Committee of Council on Education.

APPOINTMENTS OF ADDITIONAL INSPECTORS OF SCHOOLS.

(Copied from *London Gazette of Tuesday, April 15, 1851.*)

*At the Court at Buckingham Palace, the 14th day of
 April 1851;*

PRESENT,—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint *Matthew Arnold, Esq.*, to be one of Her Majesty's Inspectors of Schools.

(Copied from *London Gazette of Friday, March 5, 1852.*)

*At the Court at Buckingham Palace, the 5th day of
 March 1852;*

PRESENT,—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Committee of Council on Education, to appoint *David Middleton, Esq.*, Rector of the Grammar School, Falkirk, and *Charles Edward Wilson, Esq., M.A.*, one of the Classical Masters of the Glasgow Academy, to be two of Her Majesty's Assistant Inspectors of Schools in Scotland.

APPOINTMENT OF NEW COMMITTEE OF COUNCIL ON EDUCATION
(Copied from London Gazette of Tuesday, April 6, 1852.)

At the Court at Buckingham Palace, the 5th day of April 1852;

PRESENT,—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint,—

The Right Honorable the *Lord President of the Council* for the time being;

The Most Honorable the *Marquis of Salisbury*, Lord Keeper of the Privy Seal;

The Most Noble the *Duke of Northumberland*, First Lord Commissioner of the Admiralty;

The Right Honorable the *Earl of Derby*, First Lord Commissioner of Her Majesty's Treasury;

The Right Honorable *John James Robert Manners* (commonly called *Lord John Manners*), First Commissioner of Works and Buildings;

The Right Honorable *Spencer Horatio Walpole*, One of Her Majesty's Principal Secretaries of State;

The Right Honorable *Benjamin Disraeli*, Chancellor and Under Treasurer of Her Majesty's Exchequer; and

The Right Honorable *Joseph Warner Henley*, President of the Committee of Council for Trade;—

To be a Committee to superintend the application of any sums voted by Parliament for the purpose of promoting public education.

ROMAN CATHOLIC SCHOOLS.

MODEL TRUST DEED.

Remainder of correspondence with the Roman Catholic Poor School Committee, relating to a Model Trust Deed for Roman Catholic Schools.*

(No. 21.)

Brook Green House, Hammersmith,

31 May 1851.

SIR,

IN resumption of the correspondence relative to Trust Deeds of Roman Catholic Schools erected with aid from the Parliamentary grant for education, which has been suspended since your letter to me dated 17th December 1850, wherein the "Management Clause" was finally settled and agreed on, I have now the honor to submit, for the approval of the Lord President of the Council, the draft of a complete Model Trust Deed, embodying the terms of that clause.

I have the honor to be, &c.

(Signed) CHARLES LANGDALE,

The Secretary of the
Committee of Council on Education.

Chairman.

* Continued from "Minutes, &c.," for 1850-51, page liv.

(No. 22.)

SIR,

Brook Green House, Hammersmith,
25 November 1851.

I BEG leave to call your attention to my letter of the 31st of May, enclosing a draft Model Deed for Roman Catholic schools.

As the members of the Poor School Committee are now assembled, I request to be made acquainted with the reply thereto of the Lord President of the Council.

I have the honor to be, &c.
(Signed) CHARLES LANGDALE,

The Secretary of the
Committee of Council on Education.

Chairman.

(No. 23.)

Committee of Council on Education,
Privy Council Office, Downing Street,
28 November 1851.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 25th instant; and, in reply to that dated the 31st of May last, I am directed to state that my Lords have, in the meantime, judged it advisable to submit the draft Model Deed to the law officers of the Crown, with the following inquiries:

1. Whether the use of the terms *Roman Catholic Bishop for the time being of the district in which the school shall be situated* would be contrary to the provisions in the late statute 14 & 15 Vict. c. 60. s. 2.?

2. Whether the law officers of the Crown can suggest any other words of a like import which can be safely used?

To these inquiries respectively the law officers of the Crown have replied as follows:

1. We are of opinion that the phrase suggested in this question would be contrary to the provisions of the statute.

2. We would suggest the use of these words in the description of the party to the deed: "*officiating as a Bishop of the Church of Rome, and as the Ecclesiastical Superior of the persons in communion with that Church within the district,*" &c., and the use of the like words where reference is subsequently made to "*the Bishop for the time being,*" in lieu of the latter words.

I have the honor to submit this opinion for the consideration of the Roman Catholic Poor School Committee.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Honorable Charles Langdale,
&c. &c. &c.

(No. 24.)

Brook Green House, Hammersmith,
5 January 1852.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 28th of November 1851. My absence from England must be an apology for this late reply.

I am sufficiently acquainted with the opinion of the Catholic Poor School Committee to be able to state that they cannot, by accepting the proposed alteration of the Model Deed, be a party to acquiescing in the invasion of the spiritual rights of the Bishops of their Church, stated by the law officers of the Crown to be the effect of the Statute 14 & 15 Vict. c. 60. s. 2.

The Model Deed was submitted by the Lords of the Privy Council to the Poor School Committee for their approbation subsequently to the public announcement of the restoration of the Roman Catholic Hierarchy in this country. Their Lordships, in a subsequent letter addressed to me on the 9th of November 1850, expressed their gratification that the terms of the deed would enable them to co-operate in the erection of Roman Catholic schools; and, finally, the Lord President, as late as the 19th of December 1851*, repeats this satisfaction of the Committee of Council on Education at the settlement of the question.

Under these circumstances, the Lords of the Privy Council on Education will not be surprised to learn that the Poor School Committee cannot entertain any Model Deed having on its face an abandonment of the spiritual rights and titles of the Bishops of their Church.

I have the honor to be, &c.

(Signed) CHARLES LANGDALE,

The Secretary of the
Committee of Council on Education.

Chairman.

(No. 25.)

Committee of Council on Education,
Privy Council Office, Downing Street,
16 February 1852.

SIR,

IN reply to your letter of the 5th ultimo, the Lord President directs me to state that his Lordship is satisfied to

* This should be 17 December 1850.

rest the justification of the Committee of Council, in its correspondence with the Roman Catholic Poor School Committee, upon the words of those letters and documents to which you advert, no less than upon the communications which preceded them.

A legal instrument must be settled with reference to the actual state of the law. The settlement of such an instrument, and not the merits of any particular law, is the subject of the present correspondence.

The law officers of the Crown have suggested a form of describing such authorities of the Roman Catholic Church as it is necessary to mention in the Deed, with a view to avoid certain legal objections which now, in their opinion, attach to the description of the same authorities as it has been framed by your committee. My Lords, however, have no motive for preferring the description suggested by the law officers of the Crown to any other which may equally well satisfy the letter and spirit of the law.

Since the date of your last letter a draft deed has been submitted by the promoters of an important Roman Catholic School (St. Chad's) in Manchester. This draft conforms in all respects to the Model Deed which has been under discussion, except only that, wherever a bishop has to be mentioned, he is described (among the parties) as "The Right Reverend William Turner, D.D., Roman Catholic Bishop," and is elsewhere referred to as the "said Roman Catholic Bishop, or his "successor for the time being."

To this description my Lords have no objection to offer, and they have determined to accept the draft deed in which it occurs, subject to certain further inquiries as to tenure and title, which relate, however, only to the particular case, and nowise affect the general question.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Honorable Charles Langdale,
&c. &c. &c.

(No. 26.)

SIR,

Brook Green House, Hammersmith,
27 February 1852.

I HAVE the honor to acknowledge the receipt of your letter of the 16th instant, informing me that a draft deed had been submitted by the promoters of an important Roman Catholic School (St. Chad's) in Manchester, and that this draft deed conforms in all respects to the Model Deed which has been under discussion, except only that, wherever the

bishop has to be mentioned, he is described (among the parties) as "the Right Reverend W. Turner, D.D., Roman Catholic Bishop," and is elsewhere described as "the said Roman Catholic Bishop, or his successor for the time being."

"To this description," your letter says, "my Lords have no objection to offer, and they have determined to accept the draft deed in which it occurs."

The Catholic Poor School Committee can have no power or wish to interfere with the description submitted by the promoters of the Manchester, St. Chad's, School, sanctioned, as they understand such description to be, by the bishop.

The Committee would have objected to originate any description short of the recognition of the titles possessed by their bishops at the conclusion of their late correspondence with the Lords of the Privy Council; but they can have no desire to reject any description which, whilst it does not affect the question of the present position of their bishops, may, under the approval of their ecclesiastical authorities, admit Roman Catholic schools to their long deferred share in the Parliamentary grant.

I have the honor to be, &c.

(Signed) CHARLES LANGDALE,

The Secretary of the Committee of Council on Education. *Chairman.*

(No. 27.)

Committee of Council on Education,
Privy Council Office, Downing Street,
11 March 1852.

SIR,

I AM directed by the Lord President to inform you, in reply to your letter of the 27th ultimo, that the draft Model Deed, submitted for approval in your letter of the 31st of May 1851, can be accepted by the Committee of Council as it is now altered, pursuant to the correspondence which has passed.

Their Lordships' counsel, after perusing the draft, recommends the solicitor engaged in framing it to consider whether the Act 13 & 14 Vict. c. 28. does not render the provision for the renewal of the conveyances unnecessary.

In other respects counsel does not feel it necessary to raise any objection on the part of their Lordships.

The course to take, therefore, will be to have some one school conveyed pursuant to this draft, and then to frame a shorter form of Deed which (referring to the Model) may save in other cases the repetition of merely formal matter. This course has been followed by the Education Committees of the Free Church in Scotland, and of the Wesleyan Conference, as

you will see by reference to the enclosed copies of the precedents settled for schools in connexion with those bodies.

The draft of any such shorter conveyance for Roman Catholic schools must be submitted to my Lords for approval, but as the adoption of it is purely matter of convenience, and does not affect the substantial part of these negotiations, the Lord President thinks that the correspondence may now be fittingly closed for presentation to Parliament.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Honorable Charles Langdale,
&c. &c. &c.

(No. 28.)

Brook Green House, Hammersmith,

SIR, 18 March 1852.

I HAVE brought your letter of the 11th instant under the notice of the Catholic Poor School Committee.

The Committee are willing to accept the Model Deed in its present form, and concur with the Lord President in thinking that the correspondence need not be continued.

The Committee's solicitor is of opinion, that, without making any alteration in the Deed as now settled, advantage may be taken of the facilities for the legal conveyance of school property created by the Act 13 & 14 Viet. c. 28.

I have the honor to be, &c.

(Signed) CHARLES LANGDALE,

The Secretary of the
Committee of Council on Education.

Chairman.

TRUST DEED FOR ROMAN CATHOLIC SCHOOLS.

THIS indenture, made the _____ day of _____ 1851,
between (the purchasers in trust) _____ of the first
part, (the intended trustees) _____ of the second part, and
the Right Reverend _____ D.D., Roman Catholic Bishop
of the third part, and (the intended committee of management)
of the fourth part: Whereas by indenture bearing date the
day of _____ 18____, and made between

And whereas the said hereditaments and premises so granted and released aforesaid were not purchased by the said parties hereto of the first part by and out of their own monies or for their own private purposes, but by and out of a certain fund raised by voluntary contributions received from various persons for the purpose of purchasing ground for and erecting thereupon school-houses, rooms, or places, with such appurtenances as might be thought convenient, to be used for educational purposes only, and for no other purposes whatsoever, to be settled upon the trusts and in manner herein-after expressed, as they the said parties hereto of the first part do hereby

respectively admit and acknowledge: And whereas the said parties hereto, or some of them, have applied to the Lords of the Committee of Council on Education for aid out of the Parliamentary grant for education in furtherance of their said objects, and have received a promise of a certain sum of money to be paid to the said parties hereto of the second part, upon the fulfilment of the usual conditions: Now these presents witness, That for carrying into effect the intentions of all the said parties hereto, and in consideration of 5s. of lawful English money by the said parties hereto of the second part, to each of them the said parties hereto of the first part, paid at or before the sealing and delivery of these presents, the receipt whereof is hereby acknowledged, they the said parties hereto of the first part, with the approbation of the said Roman Catholic Bishop aforesaid, testified by his being a party to and sealing and delivering these presents, do, and each of them doth, by these presents, grant, bargain, sell, alien, release, and confirm unto them the said persons, parties hereto of the second part, and their heirs and assigns, all that piece or parcel of ground

together with all erections thereon, and all easements and appurtenances, and all hereditaments, corporeal and incorporeal, belonging thereto or connected therewith, and all the estate, right, title, and interest, both at law and in equity, of them the said parties hereto of the first part, and each of them, of and in the same premises: To have and to hold the said piece or parcel of ground, messuage, buildings, hereditaments, and premises herein-before described, and all and singular other the premises hereby granted and conveyed, or intended so to be, with their and every of their appurtenances in possession, immediately from the making hereof, and without any power of revocation, reservation, trust, condition, limitation, clause, or agreement whatsoever, for the benefit of the said parties hereto of the first part, or either of them, or of any person claiming under them or either of them; upon the trusts, and to and for the ends, intents, and purposes, and with, under, and subject to the powers, provisoes, declarations, and agreements herein-after expressed or declared, of and concerning the same; that is to say, upon trust, that they the said parties hereto of the second part, and the survivors and survivor of them, and the heirs and assigns of such survivor, and the trustees and trustee for the time being acting in the trusts of these presents, shall and do, with and out of the monies now or which may hereafter be possessed by them or him for that purpose, and as soon as conveniently may be, erect, build, and finish upon the land or ground hereby granted and conveyed, or upon some part thereof, and from time to time and at all times hereafter, when it shall be necessary for the due accomplishment of the trusts of these presents or any of them, repair, alter, enlarge, or rebuild a school-house or school-houses, school-room or school-rooms, together with a residence for a schoolmaster or schoolmistress, or both, and other offices, conveniences, and appurtenances, or without any of them respectively, as and in such manner as the trustees or trustee for the time being of these presents, with the consent and concurrence of the said Roman Catholic Bishop, or his successors, shall from time to time deem necessary or expedient: And upon further trust, that from time to time and at all times after the erection and completion of the said school-house or school-houses, or school-room or school-rooms; and residence or residences, with the appurtenances, to permit and suffer such part or parts of the same hereditaments and premises as is, are, or shall be designed for that purpose to be used as a residence or residences for the schoolmaster or schoolmasters, or schoolmistress or schoolmistresses, or both, as the case may be, and to permit and suffer such school-house and school-houses, school-room and school-rooms, with the appurtenances, to be used, occupied, and enjoyed as and for a Roman Catholic week-day school or schools for the religious and secular

education of children and young persons, and, in such special cases in which it may be thought expedient, of adult persons of both sexes, in the usual branches of knowledge, and for no other purpose whatsoever, according to and in conformity with the principles of the Roman Catholic Church. "And it is hereby declared, that the said school shall be at all times open to the inspection of the Inspector or Inspectors of Schools for the time being appointed in conformity with the Minute of the Committee of Her Majesty's Most Honourable Privy Council on Education, relating to conditions of aid to Roman Catholic schools, and bearing date the 18th day of December 1847; provided always, that such Inspector or Inspectors shall be in all things guided and limited in their duties by the instructions of the said Committee of Council to Her Majesty's Inspectors of Schools dated August 1840, so far as such instructions are modified and limited by the said Minute of the 18th day of December 1847, and are applicable to Roman Catholic schools, but no further or otherwise; and any departure from the terms of the said last-mentioned Minute on the part of Government shall not oblige the committee of management of the said school either to submit to any inspection other than that mentioned in the said Minute of Council, or to refund the money advanced by Government, or any part thereof; and the said school and premises, and the funds and present endowments thereof, and such future endowments in respect whereof no other disposition shall be made by the donor thereof, shall be directed, controlled, governed, and managed in manner herein-after specified; that is to say, the priest or priests for the time being having care of the congregation assembling for religious worship at the Roman Catholic Church or Chapel of St. _____ in the parish of _____

_____ aforesaid, under or by virtue of faculties duly received from or confirmed by the said Roman Catholic Bishop, or his successor, so long as such faculties shall be subsisting and unrevoked, shall have the management and superintendence of the religious instruction of all the scholars attending the said school, with power on Sundays to use or direct the premises to be used for the purposes of such religious instruction exclusively; but in all other respects the management and superintendence of the school and premises, and of the funds and endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress and their assistants (except as herein-after is excepted), shall be vested in and exercised by a committee consisting of such priest or priests for the time being holding faculties as aforesaid, and of _____ other persons being Roman Catholics, of whom the following, being the several persons parties hereto of the fourth part, shall be the first appointed; that is to say,

_____ and any vacancy which may occur in the number of persons last-mentioned by death, resignation, incapacity, or otherwise, shall be filled up by the election of a person (being a Roman Catholic), and the power of electing such person shall be vested in the remaining members of the said committee, until the said Roman Catholic Bishop, or his successor, shall in writing direct that the election shall be by the contributors to the funds of the said school; and thereupon and thenceforth such election shall be vested in such of the contributors during the then current year, to the amount of ten shillings each at least to the funds of the said school, being Roman Catholics, as shall be present at the meeting duly convened for the purpose of the election, or, not being present thereat, shall vote by any paper or papers sent on or before the day of such meeting to the chairman thereof, and signed by any such contributor, in which shall be named the person or persons whom such contributor shall desire to elect, and each of the contributors qualified to vote shall be entitled at every such election

" to give one vote in respect of each sum of ten shillings, so, however, that
 " no person shall be entitled to give more than six votes in respect of any
 " sum so contributed; provided, nevertheless, that no default of election,
 " nor any vacancy, shall prevent the other members of the committee from
 " acting until the vacancy shall be filled up; and the said committee shall
 " annually select one of the members thereof to act as secretary, who shall
 " keep minutes of the proceedings at the meetings thereof in a book which
 " shall be provided for that purpose, and shall give due notice of all
 " extraordinary meetings to each member of the committee; the priest or
 " senior priest for the time being of the Roman Catholic Church or Chapel
 " of St. aforesaid shall be chairman of all meetings of
 " the committee when present thereat; and at any meetings from which he
 " shall be absent the members attending the same shall appoint one of their
 " number to be chairman thereof; and all matters which shall be brought
 " before such meetings shall be decided by the majority of votes of the
 " members attending the same and voting upon the question; and if upon
 " any matters there shall be an equality of votes, the chairman shall have a
 " second, being the casting vote. And it is hereby declared that no priest
 " shall be or continue a member of the said committee, or exercise any
 " control or interference whatsoever in the said school, who does not hold
 " faculties duly received from or confirmed by the Roman Catholic Bishop
 " aforesaid or his successor subsisting and unrevoked; and that no person
 " shall vote at any election for or be appointed or continue a member of the
 " said committee, or be appointed or continue a master or mistress in the
 " said school, or be employed therein in any capacity whatsoever, who is not
 " a Roman Catholic. Provided always, that the priest or senior priest for
 " the time being of the Roman Catholic Church or Chapel of St.
 " aforesaid shall have power to suspend any teacher from his office, or to
 " exclude any book from use in the said school upon religious grounds, a
 " written statement to that effect by the said priest or senior priest having
 " first been laid before the committee, and such suspension or exclusion
 " shall endure until the decision of superior ecclesiastical authority thereon
 " can with due diligence be obtained, and such decision shall, when obtained
 " and laid before the committee in writing under the hand of such superior
 " ecclesiastic, be final and conclusive in the matter; and the committee of
 " management for the time being is hereby expressly required to take all such
 " steps as may be necessary for immediately carrying the said decision into com-
 " plete effect. And it is hereby further declared, that if the said superior eccle-
 " siastical authority, upon any such reference as aforesaid, shall direct or award
 " that any master, or mistress, or teacher in the said school shall be dismissed,
 " such direction or award, when a copy thereof shall have been served upon
 " the said master, mistress, or teacher personally, or by the same being left
 " at his or her place of abode, or at the school aforesaid, addressed to the
 " said master, mistress, or teacher, as the case may require, shall operate as
 " a dismissal of the said master, mistress, or teacher so as to prevent him
 " or her thenceforth from having any interest in his or her office, or in the
 " said school or premises under or by virtue of this deed, and so as to
 " disqualify him or her from holding thenceforth any right or interest under
 " this deed by virtue of his or her previous or any future appointment.
 " And the committee may from time to time, at a meeting to be held in the
 " month of in each year, elect and appoint a committee of not
 " more than ladies, being Roman Catholics, to assist them in the
 " visitation and management of the girls and infant schools, which ladies
 " committee shall remain in office until the end of the current year." And
 it is hereby declared, that the said trustees and trustee for the time being as
 to all matters and things relating to the said trust estate and premises, and
 the said committee of management for the time being as to the school or
 schools to be conducted on the said premises, and the matters and things
 relating thereto, shall respectively keep a book or books of account in

which from time to time shall be plainly and regularly entered an account of every receipt and disbursement by them, him, or any of them received or made, and also of all debts and credits due to and owing from or in respect of the said trust premises, or any part or parts thereof, or in respect of the school or schools to be conducted thereupon, and in which book or books also an entry or entries of or reference shall be made to all other documents, articles, or matters and things necessary for the due and full explanation and understanding of the same book or books of account respectively; and shall also in like manner respectively keep a book or books of minutes in which from time to time shall be plainly and regularly entered minutes of all trust meetings and committee meetings respectively, from time to time held under or by virtue of these presents, and of the resolutions passed, and of all proceedings, acts, and business had, taken, and done thereat respectively, and also of all documents, articles, matters, and things necessary for the due and full explanation and understanding of the same minutes, and of all other things done in and about the execution of the trusts of these presents; and shall from time to time and at all times hereafter, upon the request of the said Roman Catholic Bishop, or his successor for the time being, produce and show forth to him, and to any person or persons whom he shall from time to time in writing appoint to see the same, all and every such book and books of account and minutes, documents, articles, matters, and things, and permit and suffer copies or abstracts of or extracts from them, or any of them, to be made and taken by the said Roman Catholic Bishop or his successor for the time being, or by any person or persons whom he shall from time to time appoint in manner aforesaid to make and take the same. And the said books of account and minutes respectively, and all documents, articles, matters, and things relating in anywise to the said trust premises, or to the said school or schools to be conducted thereupon, shall, at least once in every year, upon a day to be appointed by the said Roman Catholic Bishop or his successor for the time being, or with his concurrence, and oftener if he shall at any time desire, and shall give notice thereof in manner next herein-after mentioned, be regularly examined and audited by the said Roman Catholic Bishop or his successor for the time being, or by some person or persons whom he shall from time to time in writing appoint at a meeting convened for that purpose; and of every such audit meeting fourteen days notice in writing, specifying the time, place, and purpose of such meeting, shall and may be given, under the direction of the said Roman Catholic Bishop or his successor for the time being, either by himself or by any one or more of the said trustees or trustee for the time being, or by any one or more of the members of the said committee of management, as the case may be, to each and every the other and others of them, the said trustees and trustee for the time being, or to each and every the other and others of the members of the said committee of management, and either personally served upon him and them respectively, or left for or sent by the post to him and them at his and their most usual place and places of abode. And it is hereby further declared, that of all other meetings of the trustees of these presents, and of all extraordinary meetings of the said committee of management, seven days notice in writing, specifying the time, place, and purpose or purposes of such meeting, and signed by at least two of the trustees for the time being, or by two of the members of the said committee of management, as the case may be, or in either case by the said Roman Catholic Bishop or his successor for the time being, shall be given to the others of them and him the said trustees or committee of management, and Roman Catholic Bishop or his successor for the time being, and either personally served upon him and them, or left for or sent by the post to him and them respectively at his and their most usual place and places of abode or business. Provided always, and it is hereby declared, that no meeting held under or by virtue of these presents shall be invalid, or the resolutions thereof be void or impeached by reason that any such notice or notices as aforesaid may

not have reached any trustee or trustees for the time being, or any member of the said committee of management, who at the time of any such meeting may happen to be beyond sea, or who, or whose place or places of abode or business, shall not be known to and cannot reasonably be found or discovered by the person or persons who is or are respectively as aforesaid authorized to give any such notice or notices as aforesaid. And it is hereby declared, that at any audit or other meeting as last aforesaid held under or by virtue of these presents, or of the trust hereof, or of any of them, the votes of the persons present and entitled to vote, or the votes of a majority of them, shall decide any question or matter proposed at such meeting, and respecting which such vote shall be given, and in case the votes shall be equally divided, then the chairman for the time being of such meeting shall give the casting vote, which casting vote he shall have in addition to the vote which he shall be entitled to in his character of trustee, committee-man, or otherwise. Provided always, and it is hereby declared, that excepting where the contrary is in these presents expressly declared or provided for, the said Roman Catholic Bishop or his successor for the time being, or such person as he shall from time to time nominate and appoint in writing under his hand as his deputy, shall be the chairman, and shall preside and have a vote at all meetings held under or by virtue of these presents: but in case the said Roman Catholic Bishop or his successor for the time being, or his deputy appointed as aforesaid, shall at any time neglect or be unable to attend at any such meeting as aforesaid, or if the said Roman Catholic Bishop or his successor for the time being shall not attend at any such meeting, and shall neglect to appoint a deputy as aforesaid, then and in any or every of such cases, it shall be lawful for the persons for the time being composing such meeting, and entitled to vote thereat, or for a majority of them, to elect from among themselves a chairman to preside at such meeting; and every meeting so held, upon every such neglect or inability as aforesaid, shall be as valid and effectual as if the said Roman Catholic Bishop or his successor for the time being, or his deputy appointed as aforesaid, had been the chairman and had presided thereat. Provided always, and it is hereby agreed and declared, that it shall and may be lawful to and for the said persons parties hereto of the second part, or other the trustees or trustee for the time being of these presents, with the consent of the said Roman Catholic Bishop or his successor for the time being, such consent to be testified in writing under his hand, at any time or times hereafter, absolutely to sell and dispose of all and singular the said hereditaments and premises, or of such part or parts of the same respecting which such consent in writing as aforesaid shall be given, either by public auction or private contract, and either altogether or in parcels, at such time or times, price or prices, and with, under, and subject to such conditions or stipulations as to the said trustees or trustee for the time being shall seem expedient or reasonable, with power to them or him at any public auction of the said hereditaments and premises or any of them, or any part thereof, to buy in the same, and also to vary or rescind any contract for the sale of the same or any part thereof, and to resell the hereditaments and premises which may from time to time be bought, or the contract for sale of which shall be rescinded, without responsibility for any loss to be occasioned thereby, and to convey and assure the hereditaments and premises so sold to the purchaser or purchasers thereof, his, her, or their heirs and assigns, or as he, she, or they shall direct; and the hereditaments and premises so sold, conveyed, and assured as aforesaid shall thenceforth be held and enjoyed for the purchaser or purchasers thereof, his, her, and their heirs and assigns, freed and absolutely discharged from these presents, and from the trusts hereby declared and every of them; and the trustees and trustee for the time being acting in the trusts of these presents shall apply the money which shall arise from any such sale as aforesaid, so far as the same will extend, to the discharge of all the incumbrances, liabilities, and responsibilities, whether personal or otherwise, lawfully contracted or occasioned by virtue of these

presents, or in the due execution of the trusts thereof, or any of them, subject thereto, either for the purpose of building or purchasing a more conveniently or eligibly situated school-house or school-houses, or school-room or school-rooms, or a site for the same, in the place and stead of the said hereditaments and premises so sold and disposed of, to be settled upon the same trusts, and to and for the same ends, intents, and purposes, and with, under, and subject to the same powers, provisoes, and declarations, as are in and by these presents expressed and declared, or such of them as shall be then subsisting or capable of taking effect, or for or towards the promotion of religious and general educational purposes in the district or other ecclesiastical division in which the said premises are situated upon the principles and in furtherance of the educational ends and designs of the Roman Catholic Church, as the said trustees or the major part of them, with such consent as aforesaid, shall direct. Provided always, and it is hereby agreed and declared, that it shall be lawful for the trustees and trustee for the time being of these presents, with the consent of the said Roman Catholic Bishop or his successor for the time being (testified as aforesaid), from time to time to demise and lease all or any part or parts of the said hereditaments and premises which for the time being shall not be required for the purposes and trusts aforesaid, or any of them, to any person or persons, either for one year or from year to year, or for any term or number of years not exceeding twenty-one years; and also, with such consent as aforesaid, to demise all or any part or parts of the same hereditaments and premises which for the time being may not be required for the purposes and trusts aforesaid, or any of them, to any person or persons who shall be willing, and agree and covenant to improve the same by erecting or building thereon any new house or houses, erections or building, or by repairing or rebuilding any messuages, tenements, erections, or building which now are or hereafter shall be standing on such part or parts of the said hereditaments and premises as are or shall not be required for the purposes and trusts aforesaid, or any of them, with powers or liberties to take down and use the materials of any such messuages, tenements, erections, and buildings then being thereon for the purpose of repairing, rebuilding, or new building as aforesaid, for any term of years not exceeding ninety-nine years; and also, with such consent as aforesaid, from time to time to accept a surrender of any such demise or lease as to the whole or any part of any of the premises comprised therein, and to make new demise or lease for the like estate or interest of the premises so surrendered, or any part thereof, so that every demise or lease to be made in the exercise of this power shall take effect in possession and not in reversion or remainder, and so that there shall be reserved on every such demise or lease the best and most improved yearly rent or rents which can be reasonably had or gotten for the same, to be incident to the immediate reversion of the said hereditaments and premises, without taking any fine, premium, or foregift, or anything in the nature thereof, for the same, beyond the improvements to be made by any lessee or lessees, and so as every lessee other than for one year or from year to year only do covenant for the due payment of the rent or rents thereby reserved in such demise or lease, and so as there shall be in every such demise or lease a clause in the nature of a condition of re-entry for nonpayment of the rent or rents thereby reserved within twenty-one days next after the same shall become due, or for breach or nonperformance of any of the covenants therein contained on the part of the lessee or lessees, his, her, or their heirs, executors, or administrators, and so as no clause be contained therein giving power to the lessee or lessees to commit waste, or exempting him or them from punishment for committing waste, except the powers and liberties to be inserted in such building or repairing demises or leases as aforesaid which it shall be considered necessary or expedient to be granted, and so that the respective lessees execute counterparts of their respective demises or leases of the execution of which counterparts respectively a memorandum endorsed on the said demises or leases respectively,

and signed by the persons or person for the time being exercising this power shall be conclusive evidence as against all persons whomsoever claiming under these presents in opposition to any such demises or leases. Provided also, that the plans and specifications of all buildings to be erected under every such building or repairing lease shall, before such lease is executed, be approved by the trustees or trustee for the time being of these presents and by the said Roman Catholic Bishop or his successor for the time being as aforesaid. Provided always, and it is hereby agreed and declared, that no erection, alteration, rebuilding, or repair shall be made, or act done, or any trade, business, process, or manufacture carried on or used in or upon any or any part of the premises which may be demised or leased in manner aforesaid whether for one year or from year to year, or for any number of years not exceeding twenty-one years, or not exceeding ninety-nine years, respectively as aforesaid, so as to make, create, occasion, or be a nuisance, trouble, annoyance, hindrance, or obstruction to the execution and carrying on of the object and purposes of the trusts of these presents or any of them in the fullest, most convenient, and effectual manner; and that every lessee other than for one year, or from year to year only, shall covenant against the same. Provided nevertheless, that unless and until any money which shall or may have been advanced out of such Parliamentary grant as aforesaid shall, with the consent of the Secretary of State for the Home Department, have been repaid to the Lords Commissioners of the Treasury for the time being, no sale, disposition, or lease of the said hereditaments and premises, or of any part or parts thereof, nor any application of the produce of any sale of the same or any part or parts thereof, shall be made without the consent in writing of the Secretary of State aforesaid first had and obtained. And it is hereby declared, that the receipt and receipts of the trustees or trustee for the time being of these presents shall, in all cases of payment made to them of any purchase or other money or monies as such trustees or trustee as aforesaid, be a full discharge to the person or persons entitled to such receipt or receipts, his, her, and their heirs, executors, administrators, and assigns, for all monies therein respectively expressed and acknowledged to have been received by such trustees or trustee as aforesaid, and in all cases, except for money paid and received in respect of any sale of the said hereditaments and premises, or any part or parts thereof as aforesaid, the receipt and receipts of any one or more of the trustees for the time being of these presents shall be a full discharge to the person or persons entitled to such receipt or receipts, his, her, and their heirs, executors, administrators, and assigns, for all monies, except as aforesaid, therein respectively expressed and acknowledged to have been received. And it is hereby declared, that it shall not be incumbent upon any purchaser or purchasers of the said hereditaments and premises, or of any part or parts thereof respectively, to inquire into the necessity, expediency, or propriety of any sale or disposition of the same hereditaments and premises, or any part or parts thereof, made or proposed to be made by the said trustees or trustee for the time being as aforesaid, nor shall any such purchaser or purchasers, or any of them, or any other person or persons, his, her, or their heirs, executors, administrators, or assigns, paying money to such trustees or trustee as aforesaid, be bound to see to the application, or be answerable or accountable for the loss, misapplication, or nonapplication, of such purchase or other money or any part thereof for which a receipt or receipts shall be respectively given as aforesaid. Provided always, and it is hereby agreed and declared, that the trustees or trustee for the time being of these presents shall not be answerable or accountable the one for the others or other of them, or for signing receipts for the sake of conformity, or by or for any involuntary loss, damage, or injury in the premises; and also that it shall be lawful to and for the trustees and trustee for the time being of these presents, out of the monies which shall come to their respective hands by virtue of these presents, to deduct and retain and reimburse themselves and himself respectively, all

costs, charges, and expenses to be sustained or expended in or about the execution of the trusts hereby created or declared, or in anywise relating thereto, to be computed as between solicitor and client. Provided always, and it is hereby declared, that from time to time and at all times hereafter, when and so often as the trustees for the time being of these presents shall by death, incapacity, or refusal to act in the trusts of these presents, or otherwise, be reduced below the number of trustees, then and in every such case the said Roman Catholic Bishop, or his successor for the time being, shall, at a meeting of the trustees, to be duly convened for that purpose in manner aforesaid, nominate as many persons, being members of the Roman Catholic Church in the district or other ecclesiastical division in which the said hereditaments and premises happen for the time being to be situated, if a sufficient number of such persons can be then found willing to take upon themselves the burden and execution of the trusts hereby declared, and if not, then being members of the said Church in that and some neighbouring or other district or districts, division or divisions, as shall make up in the whole twice the number of trustees to be appointed, and the old trustees for the time being, or the major part of those present at such meeting, shall choose, elect, and appoint from amongst the persons nominated as aforesaid, so many persons to be trustees of the trust premises as shall, together with the surviving and continuing trustees, if any, make up the original number of trustees; and the hereditaments and premises for the time being subject to the trusts of these presents, and every part thereof, with the appurtenances, shall thereupon forthwith be legally and effectually conveyed, and assured to and vested in such new and such surviving and continuing trustees jointly, or in such new trustees only, as the case may be, upon such and the same trusts, and to and for such and the same ends, intents, and purposes, and with, under, and subject to such and the same powers, provisoes, declarations, and agreements as are in and by these presents expressed, declared, contained, or referred to, or such of them as shall be then subsisting and capable of taking effect, and to and for no other use, trust, end, intent, or purpose whatsoever. Provided always, that no purchaser or purchasers, lessee or lessees, or other person or persons whomsoever shall be bound to inquire into or ascertain the due nomination or appointment of any person or persons as a trustee or trustees under this present power, nor be affected by express notice that he or they was or were not duly nominated and appointed a trustee or trustees, if the hereditaments and premises which for the time being remain subject to the trusts of these presents shall have been or be actually transferred to or vested in such person or persons as such trustee or trustees; and each of them the said parties hereto of the first part for himself, his heirs, executors, and administrators, doth hereby covenant, promise, and agree to and with the said several persons parties hereto of the second part, their heirs, executors, administrators, and assigns, that they the said parties hereto of the first part respectively have not, nor have nor hath any of them at any time heretofore, made, done, omitted, committed, executed, or knowingly or willingly permitted or suffered any act, deed, matter, or thing whatsoever whereby, or by reason or means whereof, the hereditaments and premises aforesaid, or any of them, or any part thereof, are, is, can, shall, or may be impeached, charged, affected, or incumbered in title, estate, or otherwise howsoever.

In witness, &c.

GENERAL ADMINISTRATION.

Correspondence relating to Constitution proposed to be given to a Church of England School.

PATTISHALL UPPER VICARAGE SCHOOL.

(No. 1.)

Upper Vicarage, Pattishall, Towcester,
March 1852.

SIR,

In a letter which you were good enough to address to me as manager of the above school, on the 5th of June last, you said that "so long as the school was held on so temporary a footing as was implied in the occupation of rooms in a private dwelling house, their Lordships could not extend to it the prospect of any assistance from the Parliamentary grant," and you advised me therefore to "enlarge my scheme so as to embrace the erection or acquisition of a suitable building to be held on permanent trusts."

Since that time the school has been opened, with great promise of success, and is chiefly (though not entirely) self-supporting.

It becomes, therefore, more desirable than ever that suitable school buildings should be erected; which will be quite beyond our power without aid from Government. And this aid, as you are aware, it is no longer their Lordships custom to grant to Church of England schools, unless fettered by conditions of management which (much as we, in this parish, desire assistance,) we can by no possibility accept.

Under these circumstances it has occurred to me to ask whether their Lordships would allow me to take the Roman Catholic management clauses, instead of those laid down for Church of England schools.

It is not to be supposed that the Roman Catholic clauses, which their Lordships have considered and sanctioned, can be unsatisfactory to them; and I have therefore, I trust, some ground for requesting that the same forbearance which is not thought too great in the case of Roman Catholics may be extended to the founders of the Church of England school in behalf of which I am pleading.

I have the honor to be, &c.

(Signed) HENRY A. DANCE.

To the Secretary,
Committee of Council on Education.

(No. 2.)

Committee of Council on Education,
10 March 1852.

REVEREND SIR,

ADVERTING to your letter of the 1st March instant, I am directed to state that, if you will be so kind as to inform the Committee of Council on Education on what particulars your insuperable objections to the form of trust deed commonly recommended by their Lordships to the promoters of schools in connexion with the Established Church are founded, my Lords will be enabled to inform you whether there is anything in the Roman Catholic precedent of a nature to render its adoption more satisfactory to you.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Rev. H. A. Dance,
Upper Vicarage, Pattishall,
Towcester.

(No. 3.)

SIR,

Upper Vicarage, Pattishall, Towcester,
23 March 1852.

I BEG to say, in answer to your letter of the 10th instant, that my objections to the structure of the management clauses prepared by their Lordships for Church schools turn mainly on one point, viz., that while the control over the religious and moral teaching is nominally reserved to the clergyman of the parish (if indeed that very unsatisfactory phraseology "the superintendence of the religious and moral instruction of the scholars attending the said school" can be said to imply as much), with an appeal to the bishop of the diocese, such reservation is *only* nominal, inasmuch as it is not left to the clergyman and bishop to decide what is or is not religious or moral.

Without such a power of decision, it is plain that even on a point which the clergyman and his bishop *both* consider to affect religion and morals their concurrent judgment may be overruled by the opposite judgment of the arbitrators provided by these clauses.

Now to those members of the Church of England who (like myself) conceive it to be the Church's *inalienable* right and duty to direct her own members in all questions of religion or morals, it is a plain grievance of conscience to be obliged to surrender any portion of this right into what we regard as unauthorized hands.

I conceive it to be utterly impossible that any definite line should be drawn between the religious and moral teaching of a school on the one hand, and its secular instruction on the other. There is therefore one only way (short of giving the entire management of the school into their hands) which will assure to the clergyman and bishop that absolute religious and moral control which they are bound to exercise; and this way is to place *in them exclusively*, first, the power of deciding from time to time, as occasion may arise, what does or does not affect religion or morals, and, secondly, the power of carrying out such decisions when made. Both these points I believe to be secured, substantially, by the management clauses conceded to Roman Catholics; and it is for this reason that I am anxious to know whether the same clauses (*mutatis mutandis*, of course,) cannot be sanctioned by their Lordships for the use of Church of England schools too.

In taking the above ground, which I believe to be the very lowest which it is possible for me, as a clergyman of the Church of England, to take, I would not be understood as in any way foregoing that claim for liberty of management to Church schools, on which the National Society, in its correspondence with their Lordships, has so often (though hitherto in vain) insisted. On the contrary, believing the broad question as to *liberty of management* to be a matter of much greater importance than the structure of any particular clauses, I desire to express a hope that such liberty may even yet be conceded to the promoters of the school on behalf of which I have the honor to address you; in which case the Roman Catholic clauses would certainly *not* be the subjects of our choice. I believe their chief merit to be no more than a negative one, viz. that their adoption would not constitute any actual grievance of conscience, which (for the reasons above mentioned) the adoption of the only clauses at present open to us would.

My high estimate of the value and importance of the services of the Committee of Council to the cause of education, and my appreciation of the advantages of connexion with them (as evidenced by my having voluntarily, and without the possibility, under our present circumstances, of pecuniary aid in any shape, placed the school of which I am manager under Government inspection), will, I trust, acquit me of any suspicion of factious or unnecessary opposition to their Lordships plans.

I am desirous of making known to them at the same time my insuperable objections to the management clauses now forced upon Church schools as conditions of building aid from Government, and my earnest desire to avail myself of such aid, were those obstacles removed which their Lordships present regulations place in my way.

I have the honor to remain, &c.

To the Secretary,

(Signed) HENRY A. DANCE.

Committee of Council on Education.

(No. 4.)

Committee of Council on Education,

29 March 1852.

REVEREND SIR,

IN reply to your letter of the 23rd instant, I am directed to state that, while it would be plainly inexpedient to prolong this correspondence upon a general question, nevertheless my Lords would regret that a promoter of education who represents his views with so much candour and temper as yourself should rest under the impression that he has to complain of partiality, as well as to entertain conscientious objections with regard to what their Lordships require in the trust deeds of schools to be erected with aid from the Parliamentary grant. You will perhaps therefore permit me, in closing this correspondence, to transmit to you two volumes of Minutes containing the correspondence which has passed with the Roman Catholic Poor School Committee, and to request the favour of your particular attention to the letters of that series numbered severally 6, 8, 17, and 18.

I have the honor to be, &c.

The Rev. H. A. Dance,

(Signed) R. R. W. LINGEN.

Upper Vicarage, Pattishall,
Towcester.

(No. 5.)

Upper Vicarage, Pattishall, Towcester,

2 April 1852.

SIR,

You will, I trust, pardon me for addressing you again on the subject of your letter of the 29th ultimo.

Allow me to thank you for the volumes of Minutes therewith enclosed, to the marked pages of which I have carefully referred. I must profess myself, however, unable to see in the letters to which you call my attention anything which need prevent their Lordships from acceding to my request for the Roman Catholic management clause. With regard to letters 17 and 18, I have only to observe that, though I should *prefer* the insertion of the word "moral," it is a matter of no greater necessity to me than it was to your Roman Catholic correspondents, because, like them, I take it to be most undoubtedly included in the term "religious." And with regard to letters 6 and 8, as it is clear that their Lordships do not consider them to contain anything which militates against the Roman Catholic clause, as finally adopted, so neither can they contain anything inconsistent with the concession of a similar clause to Church schools.

Having already explained to you that by such a clause my conscientious objections would be satisfied, I cannot but "rest under the impression that I have to complain of partiality," if (without any reason given) their Lordships should continue to deny to me, as a clergyman of the Church of England, that which, if I were a Roman Catholic, they would readily grant.

I will acknowledge that I do not, individually, see how letters 6 and 8 are reconcilable with the clause subsequently granted in letter 16; but this is a point on which it is needless to enter, because the clause in letter 16 *has been granted*, and to this particular clause I wish, in the present instance, to narrow my demand.

The question therefore reduces itself to these two points:—

1. Is it the deliberate intention of the Committee of Council to *refuse* to the Church of England that same degree of freedom (and no more) which they *grant* to the Church of Rome? and,
2. If so, why so?

You will very much oblige me, and I think it will conduce greatly towards giving me a clear understanding of my educational position as a member of the English church, if you will give categorical replies to the above queries.

In conclusion I would beg you to pardon any seeming abruptness into which my desire to state the question plainly may have betrayed me, and to accept my thanks for the courtesy with which you have replied to my former communications.

I have the honor to be, &c.

The Secretary of the Committee of Council on Education. (Signed) HENRY A. DANCE.

(No. 6.)

Committee of Council on Education,
7 April 1852.

REVEREND SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 2nd instant.

In reply, I am to inform you that, as the Committee of Council cannot agree with you in thinking that any concession has been made to the ecclesiastical authorities of the Roman Catholic Church beyond what has been made to those of the Church of England, their Lordships must finally close this correspondence by stating that they cannot make the projected school at Pattishall an exception to their ordinary precedents.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Letters referred to in foregoing Correspondence.

"(No. 6.)"

Committee of Council on Education,
Privy Council Office, Downing Street,
3 May, 1849.

SIR,

I HAVE the honor to acknowledge the receipt of your letter dated the 21st ultimo, respecting the management clauses to be inserted in the trust deeds of Roman Catholic schools, and to inform you that it has been laid before the Lord President of the Council.

His Lordship directs me to express the satisfaction with which he has received the assurances contained in your letter, that the Roman Catholic Poor School Committee are desirous, in matters where Roman Catholic principle is not essentially involved, to accede to the suggestions of the Committee of Council on Education.

With regard to those points on which the Roman Catholic Poor School Committee do not at present feel themselves justified in adopting the proposals

of their Lordships, the Lord President desires me to state generally, that, in settling the terms upon which the benefits of the Parliamentary grant for Education are to be extended to the various religious bodies of Her Majesty's British subjects, it will be at all times a guiding principle with their Lordships to show an impartial respect for the rights of conscience, and equally to recognize the several spiritual authorities, within such limits as may be consistent with an equally impartial regard to the civil interest of education involved in each case.

In conformity with this principle, their Lordships are prepared to extend to Roman Catholic schools equal privileges with those accorded to the schools of any other religious denomination, and, with this object kept steadily in view, they have proceeded to consider the modifications of the management clauses which you suggest.

It is proposed by the Roman Catholic Poor School Committee, that the following words shall form part of the management clause to be inserted in the trust deed of Roman Catholic schools. The words included between brackets are those in which the proposed clause differs from that recommended by the Committee of Council to the Roman Catholic Poor School Committee, and also from that recommended to the National Society, by the latter of which bodies no objection has been raised to them. "The priest or priests, for the time being, having cure of the congregation assembling for religious worship at the Roman Catholic church or chapel of St. _____, in the said parish of _____, under and by virtue of faculties duly received from or confirmed by the Roman Catholic bishop for the time being of the district or other ecclesiastical division in which the said parish is situate, so long as such faculties shall be subsisting and unrevoked, shall have the [sole and exclusive charge and] superintendence of the religious and moral [teaching] of the scholars attending the said school [and of all regulations connected therewith], and in case a difference shall arise between the said priest or priests and the committee of management herein-after mentioned [as to whether any particular matter does or does not involve or affect religion or morals], the said priest or priests, or any member of the said committee of management, may cause a statement in writing of the matter in difference to be laid before the Roman Catholic bishop for the time being of the said district or other ecclesiastical division, a copy of such statement having been previously communicated to the said committee of management, and also to the said priest or priests if not prepared by him or them, and the said bishop shall inquire concerning the matter in difference, and the decision of the said bishop in writing thereon, when laid before the said committee of management, shall be final and conclusive upon the said matter."

In reference to this part of the management clause, their Lordships would remark that it assigns to the spiritual authority not merely uncontrolled power within the limits of its own jurisdiction, but that it further assigns to it the power of determining those limits without appeal. Such a power is simply absolute. The appellate jurisdiction, afterwards provided for in the management clause, might, at any time and on any question, be prevented, or suspended, by a claim on the part of the spiritual authority that the matter in dispute was one "involving or affecting religion or morals."

Their Lordships have not sanctioned such a provision in relation to schools connected with the Church of England, but have finally declared (see Minutes of 1847-8, vol. I. p. xcvi.) that they cannot recognize a visitatorial or appellate authority in the bishop in matters not relating to religious instruction.

The power of deciding (in case of dispute) "whether or not any particular matter does or does not affect religion" is one of those vested by the management clause in the depositories of the appellate jurisdiction.

The constitution of the managing committee, the members of which must in all cases be Roman Catholics, and elected (if the committee be elective) by Roman Catholics, offers ample security that the words of the management clause would be fairly and honestly interpreted, and that no unworthy attempt would be made to withdraw from the cognizance of the spiritual authority a matter properly belonging to it. If such an attempt were made, the appellate

jurisdiction offers a further and ample guarantee for its exposure and suppression.

Their Lordships would not object to have an express provision to the following effect inserted in the paragraph of the management clause in which the appellate jurisdiction is defined:—"Provided always, that in case any differences, other than and except the differences herein-before mentioned, and particularly as to whether any particular matter in dispute does or not affect religion so as to be determinable by the said bishop in the manner aforesaid, shall arise in the said committee of management, &c."

Their Lordships trust that the Roman Catholic Poor School Committee will be satisfied with this proposal, and that they will not press for a concession which my Lords, although entertaining the sincerest desire to extend the benefits of the Parliamentary grant to Roman Catholic schools, could not make consistently either with the principles or the precedents of their administration of that fund.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN,
Acting Assistant Secretary.

The Hon. C. Langdale,
18, Nottingham Street, Marylebone.

“(No. 8.)”

Committee of Council on Education,
Privy Council Office, Downing Street,
1 June 1849.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 25th ultimo, and to inform you that it has been submitted to the Lord President of the Council.

His Lordship directs me to state that it is not consistent with the principles on which the Committee of the Privy Council on Education have invariably administered the Parliamentary grant, to allow to the spiritual authorities of any denomination an absolute control over the schools aided from that fund, and that, in settling the terms of a formal instrument, every power is to be considered as absolute, which, by the letter of the deed, is capable of becoming so.

Were their Lordships to reply to the objection urged in your letter according to the form in which it is stated, it would be easy to show that the decision of the proposed arbitrators could not with justice be termed a dictation by the nominee of the Lord President, interfering with the rights of conscience on the part of Roman Catholic laymen; for one arbitrator is appointed by the Roman Catholic bishop of the district in which the school is situated; the other, though nominated by the Lord President, must be an Inspector of Roman Catholic schools, appointed conformably with the Minute dated 18th December 1847, and therefore with the concurrence of the Roman Catholic Poor School Committee; and the third, if not appointed by these two arbitrators, is to be selected by the senior Roman Catholic bishop in England and the Lord President conjointly. Neither is this court called into existence by the Lord President, but by members of the committee of management, not being fewer in number than one third of the whole body to which the Lord President is represented as dictating.

Without, however, insisting upon mere forms of expression, further than to disprove the imputations which might appear to be conveyed by them, and to mark their Lordships regret that their intentions should have been so far misunderstood, I proceed at once to lay before you the facts of the case.

Their Lordships are not arrogating to themselves any authority, or right of interference, either with the religious or moral teaching in Roman Catholic schools. It is perfectly competent for the Roman Catholic members of a school committee to defer implicitly to the spiritual authorities of their church on all questions whatever connected with their school, without any interference from any other body.

The case supposed for the interposition of the appellate jurisdiction is one where one third of the Roman Catholic members of the committee, not being necessarily all laymen, and appointed under all the precautions contained in the

proposed clause, entertain a doubt, which must be presumed to be conscientious, whether or not a particular question is one upon which, according to the tenets of their church, the spiritual authority ought to be binding upon them.

In such a case I am directed to repeat that, without at all interfering with or questioning any other powers which the spiritual authorities might be enabled, or might see fit, to exert for the decision of the question, it would not be consistent with their Lordships view of the civil interests of education, for the maintenance of which they are responsible to Parliament in the administration of the grants confided to their care, to provide for the absolute supremacy of the spiritual power. According to their Lordships opinion, the only tribunal which they could, under the circumstances supposed, expressly sanction, would be one in which all the parties should be adequately represented; and they cannot think that, conformably with the proposed constitution of the appellate jurisdiction, an inadequate provision would be made for the due influence of the spiritual authority.

Their Lordships will at all times be prepared (in the words of your letter of the 21st of April 1849) "frankly to extend to Roman Catholic schools any privileges in the matter of school management which have been, or may be hereafter, conceded to the National Society, or any other body watching over the educational interests of a section of Her Majesty's British subjects." I beg leave, therefore, to submit to the consideration of the Roman Catholic Poor School Committee certain modifications (in that part of the management clause which provides for an appeal to the bishop), similar to those upon which my Lords have agreed with the National Society:—

"And in case a difference shall arise between the said priest and the committee of management herein-after mentioned respecting the prayers to be used in the said school, or respecting the religious instruction of the scholars, or any regulation connected therewith, or respecting the exclusion from the said school of any book the use whereof may be objected to on religious grounds, or respecting the dismissal of any teacher from the said school on account of his or her defective or unsound mode of instructing the children in religion, the said priest or any members of the committee of management may cause a statement, &c."

Also, after the provisions respectively directing an appeal to the bishop and to the arbitrators, a clause might be inserted to the following effect:—

"And the committee of management for the time being is hereby expressly required to take all such measures as may be necessary for carrying the said decision into full, perfect, and complete effect."

Their Lordships sincerely regret that any difference of opinion should exist between the Roman Catholic Poor School Committee and themselves, respecting the terms upon which the benefits of the Parliamentary grant for education can be extended to Her Majesty's Roman Catholic subjects among the poorer classes in Great Britain; and they will be most happy to give their attentive consideration to any proposal which the Roman Catholic Poor School Committee may think fit to make for an adjustment of the matters in dispute, consistently with the principle set forth in this letter.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN,
Acting Assistant Secretary.

The Hon. C. Langdale,
18, Nottingham Street, Marylebone.

“(No. 17.)”

18, Nottingham Street, Marylebone,
29 October 1850.

SIR,

I HAVE the honor to acknowledge the receipt of your communication of the 26th instant, enclosing a clause, which the Committee on Education hope may be found to embody the views lately expressed by the Catholic Poor School Committee.

I beg to assure their Lordships that I shall have great pleasure in laying their proposed clause before a general meeting of the committee upon the 26th of next month, in the confident anticipation that this correspondence will at length be brought to a satisfactory conclusion.

I would only wish to suggest that, as in the clauses prepared for insertion in the trust deeds of Church of England schools, the word "moral" as well as "religious instruction" is adopted, the same term should likewise be added in their Lordships proposed clause for Roman Catholic schools. As I can anticipate no objection upon the part of the Lord President of the Council to the adoption of these similar terms in the respective clauses of Church of England schools and Roman Catholic schools, I would earnestly press for their Lordships reply previous to the meeting of the Catholic Poor School Committee in next month, when I sincerely trust that I shall be authorized to express their concurrence in the proposed clause.

I have the honor to be, &c.

To the Secretary,
Committee of Council on Education.

(Signed) CHARLES LANGDALE.

"(No. 18.)"

Committee of Council on Education,
Privy Council Office, Downing Street,
9 November 1850.

SIR,

IN reply to your letter of the 29th ultimo, I am directed by the Lord President to state that the Education Committee of the Privy Council regard with satisfaction the probability of closing the correspondence upon such terms as may enable my Lords to co-operate in the erection of schools with the Roman Catholic Poor School Committee.

Their Lordships will be prepared to admit the word "moral" only in the same context as that in which it occurs in the deeds of Church of England schools, viz., "superintendence of the moral and religious instruction."

If the Roman Catholic Poor School Committee prefer this context to the present wording, "management and superintendence of the religious instruction," their Lordships have no objection to offer to the substitution of the one for the other.

The Committee of Council must however decline to approve of any third context, compounded out of the two foregoing contexts, and not occurring in the deeds of Church of England schools. They trust therefore that the Roman Catholic Poor School Committee will, by not submitting any such proposal, spare them the pain of having to withhold their approbation.

I have the honor to be, &c.

The Hon. Charles Langdale,
18, Nottingham Street, Marylebone.

(Signed) R. R. W. LINGEN.

WEST MALLING PAROCHIAL SCHOOL (GIRLS).

(No. 1.)

CORRESPONDENCE with the Promoters of a National School at WEST MALLING in the County of Kent, relative to a PROPOSED INSERTION, in the Trust Deed, of a PROVISIO requiring the Teacher to be a COMMUNICANT.

SIR,

West Malling, 24 April 1851.

I HAVE received your communication of the 22nd instant, with the accompanying enclosure, and I will attend to the directions therein contained.

In the draft deed of conveyance it does not appear to be required that the mistress shall be of necessity a *communicant*. This has been always required in the case of schools in this parish, and the promoters are unanimously of opinion that there should be a requirement inserted in the deed, similar to that relating to managers, making it necessary that the mistress should be a *communicant*.

I feel it therefore necessary at once to make known their wishes on this head.

I remain, &c.

(Signed) J. H. TIMINS.

The Secretary,

Committee of Council on Education.

(No. 2.)

Committee of Council on Education,
Privy Council Office, Downing Street,
26 April 1851.

REVEREND SIR,

I HAVE the honor to acknowledge the receipt of your letter dated the 24th instant, and to inform you that their Lordships cannot accept the proposed alteration by which the schoolmistress is required to be a *communicant*.

The whole of these management clauses have been carefully and definitely settled, and my Lords cannot re-open these questions in particular cases of individual schools.

I have the honor, &c.

(Signed) R. R. W. LINGEN.

Rev. J. H. Timins,
West Malling.

(No. 3.)

SIR,

West Malling, 2 May 1851.

I HAVE the honor to acknowledge the receipt of your letter of the 26th ultimo, informing me that their Lordships, the Committee of Council on Education, cannot accept the proposed alteration in the deed of conveyance relating to the girls school at West Malling, by which the schoolmistress would be required to be a *communicant*.

On the 28th ultimo I laid your letter before the promoters of the subscription for the erection of the above school, who were much surprised and disappointed at the refusal of their Lordships to comply with a wish to which they had anticipated no objection.

The promoters, however, postponed their final determination on the subject until it should be submitted to the consideration of the North Malling Diaconal Board of Education.

At a meeting of that board, held yesterday, after full consideration of the subject, it was unanimously resolved :—

“ That this board is of opinion that the point insisted upon by the promoters is of essential importance to the religious character of the school, and that it is not desirable that a grant, coupled with any condition to the contrary, should be accepted.”

I now have to inform their Lordships that the promoters have determined to act in accordance with the above resolution, in which they entirely concur.

I remain, &c.

The Secretary,
Committee of Council on Education.

(Signed) J. H. TIMINS.

(No. 4.)

SIR,

West Malling, 12 May 1851.

IN consequence of unexpected difficulties connected with the title of the proposed site, the erection of the above-named school cannot be commenced immediately.

This will afford time for the promoters to re-consider their determination communicated to you in my letter of the 2nd May instant.

I beg leave therefore to request that the application for aid from the Parliamentary grant may not be considered as finally withdrawn, and that I may be at liberty to resume the correspondence in the event of a majority of the promoters being willing to accept the management clause without alteration.

I remain, &c.

The Secretary,
Committee of Council on Education.

(Signed) J. H. TIMINS.

(No. 5.)

Committee on Council on Education,
Privy Council Office, Downing Street,
30 May 1851.

REVEREND SIR,

[The greater part of this letter refers to another school in the same parish, and to correspondence involving nothing beyond the ordinary administration of the Minutes of the Committee of Council. A grant for fixtures has subsequently been awarded to the school in question.]

With reference to the modifications proposed to be introduced in the draft deed of the girls' school, I am directed to repeat, that their Lordships decline to introduce any further restrictions into the ordinary precedent.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 6.)

SIR,

West Malling, 19 June 1851.

I DULY received your letter of the 30th May last, in which you inform me, with reference to the modification proposed to be introduced into the draft deed of the girls school in this parish, to the effect that the schoolmistress shall be required to be a communicant of the Church of England, that you are directed to repeat that their Lordships decline to introduce any further limitations into the ordinary precedent.

I have laid your letter before the promoters of the subscription towards the expense of erecting this school, at a meeting called for the purpose of reconsidering the subject.

The promoters desire to express their regret that their Lordships continue to refuse to allow the proposed alteration in the deed, which they consider

would operate as a means of securing the religious character of the school, and which, as it appears to them, is not contrary to anything contained in the management clause recommended by their Lordships, and which merely requires a test of the mistress being, *bonâ fide*,—what the terms of that clause require her to be,—a member of the Church of England.

At the same time the promoters are most desirous, as far as they conscientiously can do so, to meet the views of their Lordships.

They consider that the moral and religious conduct of the schoolmistress is quite as important as the nature of the religious instruction which she may give in the school, and that the same security, at the least, ought to be given for the propriety of the former as that which is thought necessary to ensure the correctness of the latter.

In this they are glad to be enabled to believe that their views are not at variance with those of their Lordships. His Grace the Archbishop of Canterbury, in a letter addressed to me on this subject on the 30th May ultimo, says,—“In our correspondence with the Privy Council we were distinctly informed, that failure in moral conduct or in religious character would always be held to be a just ground of dismissal.”

The promoters therefore hope that their Lordships will see no cause to object to the introduction into their trust deed of words which may distinctly authorize the Archbishop as diocesan to enforce that which, as President of the National Society, his Grace has been informed by their Lordships that they would approve.

In this hope they beg to request that they may be permitted to insert in that part of their deed which relates to the particular cases in which the determination of any differences which shall arise between the minister or curate and the committee of management is left to the bishop of the diocese, the following additional clause; viz. that after the words “or the dismissal of any teacher from the school on account of her defective or unsound instruction of the children in religion,” there be added the following or other equivalent words:—*or on account of any neglect of her own religious duties according to the doctrine and discipline of the Church of England.*

Such a clause will involve the introduction of no further restriction into the ordinary precedent. It will sanction no ground of dismissal of a teacher other than such as their Lordships have already recognized as sufficient. It will only serve distinctly to express that which is now obscurely implied, and give power to the diocesan to prevent the office of schoolmistress being held by a person whose life and conversation are devoid of that “religious character, failure in which their Lordships would always hold to be a just ground of dismissal.”

On these grounds the promoters confidently hope that their Lordships will not object to the insertion in the deed of conveyance for the girls school at West Malling of such a clause as that above described.

I remain, &c.

The Secretary, (Signed) J. H. TIMINS.
Committee of Council on Education.

(No. 7.)

Committee of Council on Education,
Privy Council Office, Downing Street,
30 June 1851.

REVEREND SIR,

WITH reference to your letter, dated 19 June 1851, I am directed to inform you that, the managing committee being constituted under all the safeguards of the trust deed, their Lordships do not consider it advisable to impose further limitations upon the discretion of the managers in appointing and dismissing teachers beyond those which are already declared in the precedent that has been furnished to you.

The additional test (of communion) which you are desirous to impose upon the schoolmistress is not found in the terms of union with the National Society; the legal definition of it might cause great difficulties, and the committee for the time being has always the power to enforce such a test if they see fit.

The appointment or dismissal of teachers does not in any case rest with the Committee of Council. Their Lordships, however, entirely concur with his Grace the Archbishop of Canterbury in holding that "failure in moral conduct or religious character would always constitute a just ground of dismissal," and it is not to be supposed that a school committee composed of communicants would hold any other opinion.

I am therefore to inform you that their Lordships do not think the modifications which you propose to be necessary, and that they cannot approve of them in the trust deed of the West Malling School.

I have the honor to be, &c.

Rev. J. H. Timins,
West Malling.

(Signed) R. R. W. LINGEN.

(No. 8.)

SIR,

West Malling, 19 July 1851.

YOUR letter, dated 30 June 1851, has been laid before the promoters of the subscription towards the erection of a girls school at West Malling.

In the absence of any sufficient test of the religious character and conduct of the mistress, the promoters consider it essential that a clause should be introduced into the trust deed expressly stating that the same power which is given to the diocesan with reference to the dismissal of a teacher from the school on account of her defective or unsound instruction of the children in religion shall be likewise possessed by him for the purpose of removing the mistress on account of her not observing her own religious duties according to the principles of the Church of England.

They do not share in the confidence expressed by their Lordships in the sufficiency of the safeguards of the trust deed. They think it possible that a school committee, composed of persons declaring themselves to be communicants, may be induced, through indolence and apathy, to allow, or through the influence of personal or political partiality to appoint, a mistress to superintend the school whose religious character and conduct are not such as would qualify her to instruct the children, by example as well as precept, in their religious duties according to the principles of the Church of England; and they feel it to be their duty to guard against the risk of such an evil by the introduction of the clause proposed.

The promoters regret that this does not meet with the approbation of the Committee of Council on Education. They have fully considered the subject, and being most anxious to avoid any cause of difference with their Lordships, they would not have pressed for the insertion of such a clause in their deed had they not been persuaded that it was essentially necessary. Their opinion on this point remains unchanged; and I have now to request that you will inform me whether their Lordships positively refuse to make a grant towards the erection of the girls school at West Malling in consequence of the trust deed containing such a clause as that described in my letter of June 19th, 1851.

I remain, &c.

The Secretary,
Committee of Council on Education.

(Signed) J. H. TIMINS.

(No. 9.)

Committee of Council on Education,
Privy Council Office, Downing Street,
23 July 1851.

REVEREND SIR,

I HAVE had the honor to submit your letter of the 19th instant to the Lord President of the Council; and, in reply to it, I am directed to inform you that (except in the instances already specified in the trust deed) their Lordships of the Education Committee are of opinion that the appointment and dismissal of teachers in Church of England schools should continue to rest in the hands of the local managers for the time being.

The management of such schools is constituted so as to afford as much security for attention, in the acts of their governors, to the doctrines and discipline of the Church of England, as can, in spiritual matters, be provided for by legal instruments.

The committee consists of the parochial clergy ex-officio, and of lay members, who may be required to declare themselves to be, and to have been for three years last past, *bonâ fide* communicants of the Church of England.

It will hardly be maintained that such a body cannot be safely left to act under a proviso which requires them to appoint, and keep in office, those teachers only who are members of their own church, or that there are reasons for subjecting the personal religious character of teachers so appointed, no less than the religious lessons which they give in school, to the exclusive judgment of the diocesan as the measure of their fitness for employment.

The question is not (in this part of your proposal) whether a particular description of teacher shall be maintained or dismissed, but who shall maintain or dismiss him; and the Committee of Council see no occasion for imposing any farther limitation on the discretion of the local managers in this respect.

Their Lordships grants have always depended upon, *inter alia*, their approval of the trust deeds under which the schools aided are to be held.

My Lords could not approve of the alterations which you propose to make in the usual form of deed without establishing a precedent; and they are of opinion that such a precedent would be unadvisable.

It follows therefore, that, if the proposed alterations now for the first time thought necessary to be introduced, are retained by the promoters of the school, the Committee of Council will be unable to make a grant towards the expense of building the school on behalf of which you apply.

I have the honor to be, &c.

Rev. J. H. Timins,
West Malling.

(Signed) R. R. W. LINGEN.

(No. 10.)

SIR,

West Malling, July 26, 1851.

I HAVE the honor to acknowledge the receipt of your letter of 23rd July.

I should not have considered it necessary to trouble you further on the subject to which that letter refers, had it not contained expressions leading me to infer that the decision of their Lordships might have been different had "the question been whether a particular description of teacher should be maintained or dismissed."

I beg to remind you that the proposal originally made by the promoters of the subscription towards the erection of a girls school at West Malling was simply that the mistress should be required to be a *communicant*; and that the introduction of the clause to which my letter of the 19th instant referred was only proposed in consequence of the strong objections expressed by their Lordships to any limitation of the discretionary power of the school committee on that point.

If the schoolmistress be required to be a communicant, the promoters have no wish to press for any other alteration in the trust deed; and as the expressions in your last letter, which I have quoted above, seem to imply that their Lordships have not actually determined to refuse a grant to a school on account of such a limitation being inserted in the deed, the promoters will feel obliged by your informing them whether a grant towards the erection of the proposed school at West Malling will be withheld solely in consequence of the mistress being required to be a communicant.

I have the honor to be, &c.

The Secretary,
Committee of Council on Education.

(Signed) J. H. TIMINS.

(No. 11.)

Committee of Council on Education,
Privy Council Office, Downing Street,
2 August 1851.

REVEREND SIR,

IN reply to your letter of the 26th ultimo, I am directed to refer you to my letter of the 30th of June 1851.

It is of importance to keep perfectly distinct the two questions of whether the schoolmistress ought to be a communicant, and whether a provision requiring her to be so should be inserted in the trust deed of the school.

The Committee of Council is of opinion that such a provision might give rise to the greatest legal difficulty, while it could never answer the true objects of the promoters in requiring its insertion under any circumstances in which their object would not be equally well answered without it.

The promoters will do well to consider what is the legal evidence of communion, and what additional security they gain by their proposed test within that limit, for, beyond it, they will be dependent, no less than now, on the discretion of the school committee for the time being.

Their Lordships decline to approve of the trust deed of a school, and, therefore, to make a grant towards the expense of building it, where by an express proviso the teacher is required to be a communicant; but, at the same time, you will clearly perceive, and will doubtless be careful to make it understood, that their Lordships nowise question the right of school managers to require in practice that the teachers in their schools shall be communicants.

I have the honor to be, &c.

Rev. J. H. Timins,
West Malling.

(Signed) R. R. W. LINGEN.

(No. 12.)

SIR,

West Malling, 14 October 1851.

I HAD the honor of receiving your letter of the 2nd August ultimo, in which you informed me that the Committee of Council on Education decline to approve of the trust deed of a school, and therefore to make a grant towards the expense of building it where, by an express proviso, the teacher is required to be a communicant.

In that letter you acknowledge, on the part of the Committee, that there is no impropriety in requiring the teacher to be a communicant, and intimate that their Lordships object to the introduction of a clause to that effect in the trust deed, on account of the *legal difficulties* attending its definition and enforcement.

You also recommend the promoters to consider what is the legal evidence of communion, and what additional security they gain by their proposed test.

In the draft deed sent by their Lordships no provision is made with reference to the religious character and conduct of the mistress, excepting that she shall be a member of the Church of England.

The *legal evidence* of membership of the Church of England appears to consist of proof that the person has received Christian baptism, and the absence of any proof that she is lawfully excommunicate.

This being the case, although "member of the Church of England" be a legal term, which "communicant" is not, yet for all practical purposes the one term can scarcely be regarded as less vague than the other; and as the interpretation of the term "member of the Church of England" must of necessity be left to the judgment and discretion of the school committee and of the court of appeal provided for by the deed, the interpretation of the term "communicant," or the determination of the fact of a mistress receiving or not receiving the Holy Communion according to the order of the Church of England, might with equal safety and propriety be left to be determined by the same authority.

As regards any more precise definition in the trust deed, the promoters are willing to adopt that which has already been recognized by their Lordships in the case of the members of the school committee; that is to say, "That it be expressly provided that no person shall be appointed or continue to be the mistress of the school who shall not [on request being made to her in writing by the principal officiating minister for the time being of the said parish (or otherwise)] make and sign in a book to be kept at the said school a declaration in the manner and form following; that is to say,

I, A.B., do solemnly and sincerely declare that I am a communicant of the Church of England.

Such a proviso will not necessarily exclude the clause requiring the mistress to be "a member of the Church of England."

The additional security which we expect to gain by its insertion is, that it will serve as an express declaration of the intention of the founders of the school that the mistress shall be a communicant, and that it will make her dismissal in consequence of the neglect of her religious duties in this respect justifiable.

If I have mistaken the purport of your letter, and if the rejection by their Lordships of the proviso requiring the mistress to be a communicant is simple and absolute, and independent of mere legal difficulties attending its definition and enforcement, I shall feel obliged by your stating this fact, in which case it will not be necessary for me to trouble you with any further communication on the subject.

I remain, &c.

(Signed) J. H. TIMINS.

The Secretary,

Committee of Council on Education.

(No. 13.)

Committee of Council on Education,
Privy Council Office, Downing Street,

REVEREND SIR, you have received 18 October 1851.

IN reply to your letter of the 14th instant, I am directed by the Lord President to inform you that the Education Committee of the Privy Council, without expressing any opinion on the comparative legal merits of the two proposals which you have submitted, is unable to acquiesce in either of them, for reasons which have been already stated in the course of this correspondence.

I have the honor to be, &c.

Signed) R. R. W. LINGEN.

Rev. J. H. Timins,
West Malling.

(No. 14.)

SIR,

West Malling, 31 October 1851.

I HAVE the honor to acknowledge the receipt of your letter of the 18th instant.

The promoters are advised that, in the correspondence to which you have referred them, their Lordships have not stated their reasons for objecting to the insertion of a clause in the trust deed requiring the mistress to be a communicant with sufficient distinctness to justify them in acting on the supposition that those reasons are not such as arise solely from legal difficulties attending definition and enforcement, and probably capable of being mitigated or overcome.

During the debate in the House of Commons on the subject of the education grant it was intimated by Her Majesty's First Lord of the Treasury that there would be a reconsideration of the case of this school; and in the communications subsequently received from the Committee of Council none but legal objections have been made to the admission of the proposed clause.

Under these circumstances the promoters are quite unable to determine whether it is now their duty to make arrangements for the erection of the proposed school on such a reduced scale as the means at their disposal will allow, without any aid from the parliamentary grant, or to instruct counsel to insert in the draft deed of conveyance sent to them by the Committee of Council a clause which shall provide that the mistress shall be a communicant, and at the same time guard against any legal difficulties which might attend its enforcement, and to refer the deeds so altered to their Lordships for their approval or rejection.

I have the honor to be, &c.

The Secretary of the
Committee of Council on Education.

(Signed) J. H. TIMINS.

(No. 15.)

Committee of Council on Education,
Privy Council Office, Downing Street,

REVEREND SIR, 10 November 1851.

I HAVE the honor to acknowledge the receipt of your letter of the 31st ultimo; and I am directed by the Lords of the Education Committee of the Privy Council to inform you, in reply to it, that they must decline to prolong the correspondence.

So far as local circumstances may be found to require modifications in their Lordships' precedents, They are always ready to meet the exigencies of particular cases; but, as no such circumstances are pleaded by you with any peculiar reference to West Malling, and as the questions raised in your letters are those of general policy and administration, Their Lordships must exercise their own discretion in determining the point at which They consider sufficient explanation to have been given; and They have only to add, in conclusion, that They see no sufficient reason in the arguments which you have urged for altering their usual precedents.

I have the honor to be, &c.

Rev. J. H. Timins, (Signed) R. R. W. LINGEN.
West Malling.

The following Precedents relate to Schools of a special character. They have been proposed to and accepted by the Committee of Council, and are printed for the information of the promoters of Schools under similar circumstances.

(No. 1.)

Conveyance of Site and Premises in trust for a School to be occupied as a School in connexion with any particular Manufacturing establishment.

WE

all of in the parish of in the
county of manufacturers under the authority of an
Act passed in the fifth year of the reign of Her Majesty Queen Victoria intitled An Act to afford further facilities for the conveyance and endowment of
sites for schools do hereby (freely and voluntarily and without valuable consideration) grant and convey unto and their heirs
all that piece or parcel of land situate in in the parish of
in the county of bounded &c. and containing
&c. which said premises are delineated in the map drawn in the margin hereof
together with all easements appurtenances and hereditaments corporeal and
incorporeal belonging thereto or connected therewith and all our estate right
title and interest in or to the same premises to hold the same unto and to the
use of the said and their heirs for the purposes of
the said recited Act and upon trust to permit all premises thereon erected
or to be erected to be for ever hereafter appropriated and used as and for
a school for the education of children and adults or children only of the
labouring manufacturing and other poorer classes in the parish of
aforesaid and for no other purpose which said school shall be at all times
open to the inspection of the Inspector or Inspectors for the time being ap-
pointed by Her Majesty or Her successors and shall be conducted under the
management of a committee to be constituted as herein-after mentioned
that is to say such committee shall in the first instance consist of the
said so long as they respectively continue to be the owner
or owners of the fee simple of the land whereon the works situated at
aforesaid adjoining the site of the said school and
now in the possession of the said or some of them now
stand together with of in the said
parish of Esquire and of
in the county of Esquire so long as they
respectively shall continue to be justices of the peace for the county of
acting in and for the division of or such other
division as shall comprise the said school and upon their ceasing to be such
owners or justices respectively then of the owner or owners for the time being
as aforesaid of the premises as aforesaid and of such other justice or justices
of the peace acting in and for the division aforesaid comprising the said
school to be appointed as herein-after mentioned And it is hereby declared
that every such committee shall include two of such justices of the peace act-
ing in and for such division and that as often as either of the above-named

justices of the peace or any future justice of the peace being a member of such committee shall die or go to reside beyond seas or desire to be discharged from or decline or become incapable to act in the management of the said school or shall retire from the office of a justice of the peace as aforesaid it shall be lawful for and imperative on the surviving or continuing members of such committee forthwith to appoint some other justice of the peace acting in and for the division including the said school to be a member of the said committee in the place of such deceased or retiring justice of the peace. And it is hereby declared that if the said works situate at afore- said shall at any time hereafter be discontinued and the owner or owners for the time being of the fee simple of and in the same works shall cease to provide the necessary funds for the support of the said school the justice or justices of the peace who shall on the happening of such an event be members of the said committee shall forthwith hold a public meeting (of which 14 days previous notice shall be given in writing posted on the outer door of the said school) such meeting to be held at or in the said school and all persons who shall be subscribers to the said school of 5*l.* at least in one sum or to the amount of 1*l.* at least per annum may elect a committee of management to be composed of not fewer than 7 persons nor more than 13 persons such persons also being subscribers to the said school to the amount of 5*l.* at least in one sum or to the amount of 1*l.* at least per annum and such committee so elected as aforesaid shall thereupon alone become entitled to the conduct and management of the said school for the period of one year from the date of such election and from and after the expiration of such year the said school shall be conducted under the management of a committee limited in number and qualified by subscription as herein-before lastly mentioned such committee to be elected annually by such subscribers as aforesaid provided that no default of election nor any vacancy shall prevent the managers of the past year or the continuing managers as the case may be from continuing to act in the management or control of the said school until the next annual election. The said committee at their first meeting in each year shall elect a chairman for the ensuing year who shall preside at each meeting of the said committee and of the subscribers and in case of his absence a chairman shall be chosen by the meeting and in case of an equality of votes on any question the chairman for the time being shall have a second being the casting vote. And it is hereby declared that the instruction at the said school shall comprise at least the following branches of school learning namely reading writing arithmetic geography Scripture history and in the case of girls needlework. And it is hereby further declared that it shall be a fundamental regulation and practice of the said schools that the Bible be daily read therein by the children and that no child shall be required to learn any catechism or other religious formulary or to attend any Sunday school or place of worship to which respectively his or her parent or guardian shall on religious grounds object but the selection of such Sunday school and place of worship shall in all cases be left to the free choice of such parent or guardian without the child's thereby incurring any loss of the benefits and privileges of the school the trusts whereof are hereby declared. And it is hereby further declared that as often as any of the present or future trustees shall die or go to reside beyond the seas or desire to be discharged from or decline or become incapable to act in the trusts hereby in them reposed it shall be lawful for the committee for the time being so constituted or elected as aforesaid to appoint any other person or persons to be a trustee or trustees in the place of the trustee or trustees so dying or going to reside beyond the seas or desiring to be discharged or declining or becoming incapable to act as aforesaid so as to vest all the hereditaments subject to the trusts aforesaid in such new trustee or trustees in terms of the provisions of an Act passed in the fourteenth year of the reign of Her present Majesty intituled An Act to render more simple and effectual the titles by which congregations or societies for purposes of religious

worship or education in England and Ireland hold property for such purposes.

In witness &c.

(No. 2.)

Conveyance of Site and Premises in trust for a School to be occupied as a School in connexion with any Mining or Foundry Works.

WE

(carrying on business together in copartnership under the style or firm of the Company) under the authority of an Act passed in the fifth year of the reign of Her Majesty intituled An Act to afford further facilities for the conveyance and endowment of sites for schools and of the Act of the eighth year of the reign of Her Majesty explaining the same do hereby freely and voluntarily and without valuable consideration grant and convey unto the minister and churchwardens of the district of _____ in the county of _____ and their successors all that &c. containing &c. which said premises are delineated in the map drawn in the margin thereof together with all easements appurtenances and hereditaments corporeal and incorporeal belonging thereto or connected therewith and all our estate right title and interest in or to the same premises to hold the same unto and to the use of the said minister and churchwardens and their successors for the purposes of the said first-recited Act and upon trust to permit the said premises and all buildings thereon erected or to be erected to be for ever hereafter appropriated and used as and for schools for the education of children and adults, or children only of the labouring manufacturing and other poorer classes in the ecclesiastical district of _____ aforesaid and for the residences of masters and mistresses of the said schools and for no other purpose which said schools shall be at all times open to the inspection of the inspector or inspectors for the time being appointed in conformity with the Order in Council bearing date the 10th day of August 1840 The said school and premises and any funds or endowments in respect whereof no other disposition shall be made by the donor thereof shall be directed controlled governed and managed in manner herein-after specified that is to say the principal officiating minister for the time being of the said ecclesiastical district of _____ shall have the superintendence of the religious and moral instruction of all the scholars attending the said school with power to use or direct the premises to be used for the purposes of a Sunday-school under his exclusive control and management but in all other respects the management direction control and government of the said school and premises and the selection appointment and dismissal of the schoolmaster and schoolmistresses and their assistants shall be vested in the minister for the time being of the said district of _____ the archdeacon of _____ for the time being and in the persons or person who shall for the time being represent the firm now carried on under the style of the Company And it is hereby declared that it shall be a fundamental regulation and practice of the said school that no child shall be required to learn any catechism or other religious formulary or to attend any Sunday-school or place of worship to which respectively his or her parent or guardian shall on religious grounds object but the selection of such Sunday-school and place of worship shall in all cases be left to the free choice of such parent or guardian, without the child's thereby incurring any loss of the benefits and privileges of the school the trusts whereof are hereby declared.

In witness whereof the conveying and other parties have hereunto set their hands and seals this _____ day of _____

(No. 3.)

Conveyance of Site and Premises in trust for an Industrial School in a large Town.

* (I) or * (We)

of under the authority of an Act passed in the fifth year of the reign of Her Majesty Queen Victoria intituled An Act to afford further facilities for the conveyance and endowment of sites for schools and of the Act of the eighth year of the reign of Her present Majesty explaining the same do hereby† (freely and voluntarily and without valuable consideration) or† (in consideration of) to me paid grant and convey unto the Mayor Aldermen and Burgesses for the time being of the borough of and their successors, &c.

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which said premises are delineated in the map drawn in the margin hereof together with all easements appurtenances and hereditaments corporeal and incorporeal belonging thereto or connected therewith and all my estate right title and interest in or to the same premises to hold the same unto and to the use of the said Mayor Aldermen and Burgesses for the purposes of the said first-recited Act and upon trust to permit the said premises and all buildings thereon erected or to be erected to be for ever hereafter appropriated and used as and for a school for the education of children of the poorer classes (*those children being always preferred for admission who are destitute and without other means of learning to earn an honest livelihood*) in the said city and for no other purpose which said school shall be at all times open to the inspection of the Inspector or Inspectors for the time being appointed by Her Majesty or Her successors and shall be under the general management of a Committee to be constituted as herein-after mentioned that is to say such Committee shall consist of ‡

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until the month of next and thenceforth of persons to be elected annually in the said month of by the subscribers to the said school who shall have subscribed thereto the sum of or shall subscribe to the same the sum of at least during the current year the said persons being subscribers to the same school to the amount of at least or to the amount of at least during the current year provided that no default of election nor any vacancy shall prevent the managers of the past year or the continuing managers as the case may be from continuing to act in the management and control of the said school until the next annual election The said Committee at their first meeting shall elect a chairman for the ensuing year who shall preside at each meeting of the said Committee and of the subscribers and in case of his absence a chairman shall be chosen by the meeting and in case of an equality of votes on any question the chairman for the time being shall have a second being the casting vote The said Committee at their first meeting shall elect a secretary who shall keep minutes of their proceedings in a book to be provided for that purpose And it is hereby declared that the instruction at the said school shall comprise at least the following branches of school-learning namely the Holy Scriptures reading writing arithmetic geography and daily instruction in some kind of useful industry and (in the case of girls) needlework And it is hereby further declared that it shall be a fundamental regulation and practice in the said school that the Bible be daily read therein by the children and that no child shall be required to learn any catechism or other religious formulary or to attend any particular Sunday school or place of worship but the selection of such Sunday school and place of worship shall in all cases be left to the free choice of his or her parent or guardian.

§ And I do hereby for myself my heirs executors and administrators covenant with the said

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that notwithstanding any act or default of me or of any of my ancestors I have good right to assure the said premises to the said

in manner aforesaid and that the said premises shall at all times hereafter be held and enjoyed upon the trusts and in manner aforesaid without interruption from and free from all incumbrances by me or my heirs or any person lawfully claiming under or in trust for me or them or any of my ancestors and that I and my heirs and all persons claiming under or in trust for me or them or any of my ancestors shall upon every request and at the expense of the said make and perfect all such further assurances of the said premises as may be required by them for conveying the same to the use of the said

in manner aforesaid.

In witness &c.

EVENING SCHOOLS FOR THE LABOURING CLASSES.

Committee of Council on Education,
Privy Council Office, Downing-street,
8 March 1851.

REVEREND SIR,

I HAVE the honor to inform you that your letter of the 27th ultimo has been submitted to the Lord President of the Council, together with the circular enclosed in it from the Secretary of the London Diocesan Board of Education, relating to evening schools for young persons between the ages of 12 and 17 among the respectable and well-conducted portion of the labouring class.

The Lord President agrees with the Diocesan Board in attaching much importance to the effects which schools of this description are calculated to produce among a section of the labouring population which is now launched from school into life too rapidly, for the most part, to have received any enduring impression, either upon the intellect or the character, in the course of their instruction. This remark applies with peculiar force to the children of the metropolitan poor, whose small opportunities for domestic association, and whose ready means of independent livelihood, remove them at once from influences that serve more or less to prolong the state of pupilage among persons of the same age in other classes.

There being therefore no doubt of the important ends which are to be answered in providing for the continued education of the persons contemplated in the circular of the London Diocesan Board, the Lord President is of opinion that any proposal which goes to connect the schools intended for their reception with the existing elementary day schools, unites many advantages. Among others, it employs an existing and approved machinery, while it secures the means of adaptation between the elementary and the secondary school.

The Lord President, therefore, would not see any difficulty in advising the Committee of Council on Education to allow the usual grant to a certificated teacher, who was engaged by the managers of an elementary day school under inspection, on the understanding that he would be employed during either the morning or afternoon in the elementary school, and afterwards in the evening school.

The Lord President is happy to find that the London Diocesan Board propose to release the teacher of the evening school either from the morning or afternoon school, since under no circumstances would his Lordship feel himself justified in encouraging arrangements whereby the same teacher (in addition, possibly, to the charge of pupil-teachers,) should be required to keep school in the morning, afternoon, and evening of each day.

An elementary or even a secondary school for the poor differs essentially from schools where the children of opulent parents are sent to be educated. in schools of this latter kind, little more is done by the teacher in school-

time beyond hearing the scholars repeat, and beyond examining them upon, the lessons which they are presumed to have learnt elsewhere. But in a school for the poor there is very little, if any, preparation of lessons. The whole work of the school has to be done in the school-hours, and the teacher, instead of having merely to ascertain what the children have learnt, has to be actively and positively teaching them from first to last. Six hours of such labour daily, with another hour and a half devoted to pupil-teachers, and the time needed for private study, form a task which few constitutions, even of the strongest kind, can continue to fulfil without suffering. To add to this routine of labour the charge of an evening school can end only in exhausting or driving away the teacher.

There is also another point of considerable importance as regards the annexation of evening schools to day schools for the children of the labouring classes. Pupil-teachers, apprenticed under their Lordships Minutes of 1846, cannot with propriety be employed in evening schools. For purposes of superintendence, they are too nearly of the same age with the rest of the scholars, if not younger than a considerable portion of them; and the kind of instruction to be given as well as the kind of influence to be exerted are such as cannot be expected from pupil-teachers. Added to which, their attendance in the morning and afternoon school, together with their own private studies and special instruction, are fully sufficient to occupy their time and tax their powers. The Committee of Council might not, perhaps, object to their occasional attendance at lectures, or during other simultaneous instruction of more than ordinary interest, in the evening school; but my Lords could not sanction any arrangement which should substitute attendance at the evening school for that special and separate instruction which (in virtue of the gratuity allowed on their account) pupil-teachers are entitled to receive, and my Lords are bound to require for them, out of school-hours. The managers might find it necessary to provide specially for the apprenticeship of pupil-teachers under the Minutes of 1846, but however (with the concurrence of the Committee of Council) this might in each case be settled, the responsibility for superintending and instructing the pupil-teachers would continue (as at present) to rest with the master to whom they might be apprenticed, and who would receive the gratuity for them in consideration of this charge.

It only remains to notice the expense to be incurred for the second teacher. Their Lordships lowest augmentation grant (15*l.* per annum) requires to be met by a salary of 30*l.*, in addition to a house, or suitable lodgings rent-free.

An evening school constituted in the manner now proposed, as supplementary to a daily school under inspection, would be admissible to receive grants (under the Minute of 18th December 1847) for the purchase of books and maps at reduced prices.

I have the honor to be, &c.

To the Rev. Henry Hughes,
12, Gordon-street, Gordon-square.

(Signed) R. R. W. LINGEN.

*Circular to Clergy, No. 1, from London Diocesan Board of Education,
referred to in foregoing Letter.*

REVEREND SIR,

THE attention of the London Diocesan Board of Education having been called to the subject of evening schools for the children of the working classes, and particularly to the desirableness of adopting measures to encourage the extension of the system throughout the metropolitan districts, the Board have resolved on entertaining applications for pecuniary aid towards the establishment of such schools.

It is proposed that these schools should be limited to young persons between the ages of 12 and 17. They are not to be in any way identified with what are called free or ragged schools, but are for the respectable and well-conducted of the labouring class; and it is thought that the offering

to such increased and large facilities of obtaining evening instruction may do much to remedy the great defects which are found to exist in the means of education, now so extensively afforded by the Church. The Board allude particularly to the very small amount of knowledge, religious or otherwise, retained in after years by those whose education ceases at a very early period, the number of children of the labouring poor who never attend daily schools at all, and the hitherto insurmountable difficulties experienced by the clergy, in their endeavours to keep up a pastoral and friendly connexion with those who have left school before the period of confirmation, and admission to the Lord's Table. The Board are of opinion that such schools, when once established, will in many, if not in most instances, become self-supporting; but as the difficulty of maintaining schools for the first year or two might in some instances be great, they will be ready to give assistance to the clergy, according to the circumstances of the case and the means at their disposal, towards the establishment of evening schools in their respective parishes and districts.

I remain, &c.

(Signed) RICHARD BURGESS,
Honorary Secretary.

Circular to Clergy, No. 2, from London Diocesan Board of Education.

REVEREND SIR, 79, Pall Mall, April 1851.

I AM desired to call your attention to a very important communication from the Committee of Council to this Board, in reply to some inquiries made by one of its members, as to the amount of encouragement my Lords would be prepared to give, in establishing evening schools in the metropolis. The circular to which reference is made has already been sent to you, and agreeable to the offer therein expressed, this Board has already made several grants to aid in *establishing* evening schools. In consequence, however, of the facility afforded to clergymen by the Committee of Council for providing teachers, this Board will be prepared still further to aid, in cases where the local resources fail, *in making up a proper salary for an assistant master*, who should also have the charge of an evening school. The annual allowance of 15*l.* is the least sum granted by the Committee of Council to a certificated master, but in order to obtain that grant, 30*l.* additional and a lodging must be provided by the Local Committee. It is not improbable but this or even a greater sum might be obtained by a moderate charge for evening tuition, to be paid weekly by the scholars; and the grants made in still further augmentation by this Board, would in many cases remove the difficulty which the managers of schools in poor districts find in procuring a well-instructed assistant master. I have therefore to inform you, that this Board will receive applications from clergymen who desire to establish an evening school, for grants in aid of assistant masters' salaries.

I am, &c.

(Signed) RICHARD BURGESS,
Honorary Secretary.

KING'S SOMBORNE SCHOOL.

EXTRACT from LETTERS from present INCUMBENT of PARISH of KING'S SOMBORNE.

DEAR SIR, 3 April 1851, Vicarage, King's Somborne.

And now I may be permitted to express the very great gratification I have experienced from a personal observation of, and an actual acquaintance with, the system and management of these schools, during the two months that I have been in residence here. I do not wish to conceal the fact, that I succeeded to the living of King's Somborne with an uncomfortable

sense of the undue measure of responsibility I considered imposed upon me by these schools, and with a feeling, I will not say of prejudice, but of dissatisfaction with the system and principles on which I had been given to understand they were founded and conducted. It appears, also, that an unfavourable rumour as to the views of the dean's successor on the subject of national education, and of his intention to discountenance the plan as here carried out, had preceded his arrival, and excited in the minds of Mr. Dawes's friends a degree of doubt and apprehension.

For my own part, I confess at once that I had been labouring under an erroneous and unfounded impression, that any feeling unfavourable to these much-canvassed schools which might have existed in my own mind, and which there is little doubt does exist in the minds of a large class in this country, has been entirely removed; and I cannot but fully recognize and bear my humble testimony to the excellence of their constitution, principles, and government, so far as I have hitherto had an opportunity of judging.

* * * *

I really must beg pardon for occupying your time in remarks which have nothing to do with the business on which I commenced to address you, and with which alone you have any concern; but I thought, as I proceeded, you might possibly like to be in possession of the feelings and sentiments of the Dean of Hereford's successor, to whom have devolved the support and welfare of the school in which he took, and still feels, so warm an interest, which have obtained a national reputation, and which have received, and continue to enjoy, so ample a measure of patronage and benefit from the Committee of Council on Education.

I am, &c.

(Signed) CHARLES NICOLL,
Vicar of King's Somborne.

The Secretary of the Committee of
Council on Education, &c.

Vicarage, King's Somborne,
11 February 1852.

DEAR SIR,

You are most welcome to make use of the extracts from my letter, of which you have sent me a proof, which I now return, for the purpose stated by you, and which I hope will have the effect you suggest. Everything I have said therein is only confirmed by an additional experience of nine months.

You will be glad to hear that the schools are still prosperous, that the numbers are quite as large as they have ever been, and that there has been lately rather an increase of quarterly-paying pupils, who have come from a distance, and board and lodge in the parish.

I am, &c.

The Secretary of the Committee of
Council on Education, &c.

(Signed) CHARLES NICOLL.

DISTRIBUTION OF COPIES OF MINUTES, &c.

Committee of Council on Education,
Privy Council Office, Downing-street.

THE Assistant Secretary is directed to state that copies of their Lordships' Minutes are sent from this office, for the use of the managers of each school under inspection, and also to all teachers holding "certificates of merit." The number of volumes printed does not now admit of distributing them in answer to applications generally, or in a greater proportion than that of one copy to each school or certificated teacher.

The copies are directed to the *schoolhouse*. Those intended for Church of England schools are addressed to the "*Officiating Clergyman of the district*;" those intended for other schools to the "*Secretary of the School Committee*."

The distribution of so large a number of volumes throughout the country, after presentation to Parliament, necessarily occupies a considerable time. The managers of schools under inspection, and certificated teachers, may rely upon receiving copies with no greater delay than can be avoided. Copies can be purchased, in the same manner as other parliamentary documents, from Messrs. Hansard, printers to the House of Commons.

ORGANIZATION OF SCHOOLS.

MEMORANDUM respecting the Organization of Schools in parallel Groups of Benches and Desks.

PRELIMINARY REMARKS.

Before a school-room is planned,—and the observation applies equally to alterations in the internal fittings of an existing school-room,—the number of children who are likely to occupy it,—the number of classes into which they ought to be grouped,—whether the school should be “mixed,” or the boys and girls should be in different rooms, should be carefully considered, in order that the arrangements of the school may be designed accordingly.

A. Every class, when in operation, requires a separate teacher, be it only a monitor acting for the hour. Without some such provision it is impossible to keep all the children in a school actively employed at the same time.

The apprenticeship of pupil-teachers, therefore, is merely an improved method of meeting what is, under any circumstances, a necessity of the case; and, where such assistants are maintained at the public expense, it becomes of increased importance to furnish them with all the mechanical appliances that have been found by experience to be the best calculated to give effect to their services.

B. The main end to be attained is the concentration of the attention of the teacher upon his own separate class, and of the class upon its teacher, to the exclusion of distracting sounds and objects, and without obstruction to the head master’s power of superintending the whole of the classes and their teachers. This concentration would be effected the most completely if each teacher held his class in a separate room; but such an arrangement would be inconsistent with a proper superintendence, and would be open to other objections. The common school-room should, therefore, be fitted to realize, as nearly as may be, the combined advantages of isolation and of superintendence, without destroying its use for such purposes as may require a large apartment. The best shape (*see diagrams annexed*) is an oblong about eighteen feet in width. Groups of desks are arranged along one of the walls. Each group is divided from the adjacent group or groups by an alley, in which a light curtain can be drawn forward or back. Each class, when seated in a group of desks, is thus isolated on its sides from the rest of the school. The head master, seated at his desk placed against the opposite wall, or standing in front of any one of the classes, can easily superintend the school; while the separate teacher of each class stands in front of it, where the vacant floor allows him to place his easel for the suspension of diagrams and the use of the black board, or to draw out the children occasionally from their desks, and to instruct them standing, for the sake of relief by a change in position. The seats at the desks *and* the vacant floor in front of each group are *both needed*, and should therefore *be allowed for* in calculating the space requisite for *each class*.

C. By drawing back the curtain between two groups of desks, the principal teacher can combine two classes into one for the purpose of a gallery lesson; or a gallery (doubling the depths of rows) may be substituted for one of the groups. For simultaneous instruction, such a gallery is better than the combination of two groups by the withdrawal of the intermediate curtain; because the combined width of the two groups is greater than will

allow the teacher to command at a glance all the children sitting in the same line. It is advisable, therefore, always to provide a gallery.

The drawings annexed to the following rules purport simply to show the best internal dimensions of school-rooms, and the best mode of fitting them up, the doors and windows being placed accordingly. The combination of such rooms with others of the same kind, with teachers' residences, and with the remainder of the school premises, as well as the elevations which may thereby be obtained, depending, as they always must, upon local circumstances, are not intended to be here shown.

The Committee of Council do not recommend that the benches and desks should be immovably fixed to the floor in any schools. They ought to be so constructed as to admit of being readily removed when necessary, but not so as to be easily pushed out of place by accident, or to be shaken by the movements of the children when seated at them.

The reasons of the following rules will be readily inferred from these preliminary explanations.

1. In planning a school-room, if it be not more than 18 feet in width, about 8 or 9 square feet will be sufficient for each child in actual attendance. If the width be greater, there must be a proportionate increase of area allotted to each child.

2. A school not receiving infants should generally be divided into at least four classes. (*The varying capacities of children between seven and thirteen years old will be found to require at least thus much subdivision.*)

3. Parallel benches and desks, graduated according to the ages of the children, should be provided for all the scholars in actual attendance (*see Preliminary Remarks, B.*); and therefore a school-room should contain at least four groups of parallel benches and desks. (*See Rule 2.*)

4. A group should not contain more than 3 rows of benches and desks (*otherwise the distance of the last row is too great for the teacher to see the children's slates, and he must also raise his voice to a pitch which is exhausting to himself and adds inconveniently to the general noise.*)

5. As a general rule, no group of benches and desks should accommodate more than 24 children, *i. e.* 8 children in each of the 3 rows of the group (*otherwise the width is too great. See Preliminary Remarks, C.*)

6. The proper lengths are 7 feet 6 inches for 5 children in a row; 9 feet for 6 in a row; 10 feet 6 inches for 7 in a row; 12 feet for 8 in a row; *i. e.* 18 inches for each child.

[The other dimensions and details are shown in the annexed drawings.]

7. Each group of desks must be separated from the contiguous group, either by an alley for the passage of the children, or by a space sufficient for drawing and withdrawing the curtains.

It will be sufficient to provide an alley for the passage of children *at one end only* of each group. At the other end a space of 3 inches will suffice for drawing and withdrawing the curtains.

[Alleys intended for the passage of children must not be less than 18 inches wide in the smallest school, and need not be more than 2 feet wide in any school, unless where a door or fireplace requires a greater interval.]

8. The best width for a schoolroom, intended to accommodate any number of children between 48 and 144, is 17 or 18 feet. This gives sufficient space for each group of benches and desks to be ranged (with its depth of 3 rows) along one wall, for the teachers to stand at a proper distance from their classes, and for the classes to be drawn out, when necessary, in front of the desks around the master or pupil-teachers. (*No additional accommodation being gained by greater width in the room, the cost of such an increase in the dimensions is thrown away.*)

9. Where the number of children to be accommodated is too great for them to be arranged in 5, or at most, 6 groups, an additional school-room should be built, and placed under the charge of an additional schoolmaster, who may, however, be subordinate to the head master, or a large school may

be built on the plan of diagram No. 6. Where neither of these arrangements can be accomplished, the school-room should not be less than 32 feet wide, and the groups should be arranged along both sides of the room, the children in all cases facing the centre. (*But such an arrangement is very inferior to that of the single row along one wall. The opposite classes see each other, and their several teachers have to stand too close together. See Preliminary Remarks, B.*)

10. A curtain, capable of being readily drawn and withdrawn, should separate the several groups; but not so as, when drawn, to project into the room more than 4 inches in front of the foremost desk.

11. If the school-room be lighted from above, which is the best possible mode, great care should be taken to prevent the skylights from leaking, and to provide channels for the water which the condensation of the children's breath will deposit on the inside of the glass.

12. All sashes, both upper and lower, should be hung; and all windows, whether in the roof or elsewhere, should be made to open.

13. It is better to have a few large and well placed windows than many small ones.

14. It is important to provide that the faces of the children and teachers, and also the black-boards and diagrams, should be placed in a full clear light.

15. If the school-room be not lighted from above, there should be windows, if possible, at each end and on one side of the room. The windows should be carried up as high as possible; and those which are placed at the backs of the children, an arrangement which should be avoided as far as possible, should not come down within 5 feet 6 inches, or at least 5 feet, from the floor.

16. When the benches and desks are arranged on both sides of the room, it should be lighted from above, or there should be, if possible, windows in *each* of the side walls.

17. Except when a school-room is very broad, there should be no fire-place in the centre of an end wall.

[A good place for a fire-place is under a window.]

18. The desks should be either quite flat or *very slightly* inclined. The objections to the inclined desk are, that pencils, pens, &c. are constantly slipping from it, and that it cannot be conveniently used as a table. The objection to the flat desk is, that it obliges the children to stoop. A raised ledge in front of a desk interferes with the arm in writing.

19. A large gallery for the simultaneous instruction of two or more classes, without desks, may advantageously be provided in a class-room or at one end of the school-room. Such a gallery may be better placed along than across the end of the school-room, for the reasons stated in the Preliminary Remarks, B.

20. No such gallery, nor any gallery in an infant school-room, should be placed in front of a window, unless it be very high up above the heads of the children when they stand on the top row of the gallery.

21. No infant gallery should hold more than 80 or 90 infants.

22. An infant school should (besides a large gallery) have a small group of benches and desks, for the occasional use of the elder infants.

23. The alleys leading to a gallery should be at its sides, not in its centre. (*See Rules 5. and 6.*)

24. Great care should be taken that the valves which admit the fresh air into the school-room should be placed so as not to create draft where the teachers and children sit.

25. An easel and a black-board should be provided for each class, and a larger black-board for the gallery.

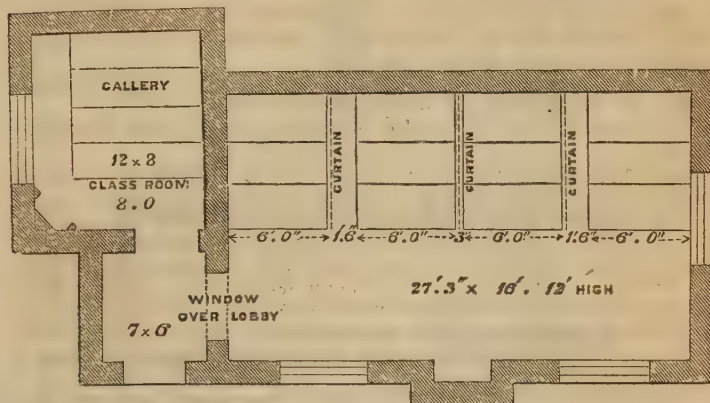
26. The dimensions shown in the drawings annexed to this memorandum are adapted to children of from 11 to 12 years of age. *It is very important that these dimensions should be graduated to suit the sizes of the elder and younger children in a school.*

DIAGRAMS

EXPLANATORY OF MEMORANDUM ON ORGANIZATION OF SCHOOLS, &c.

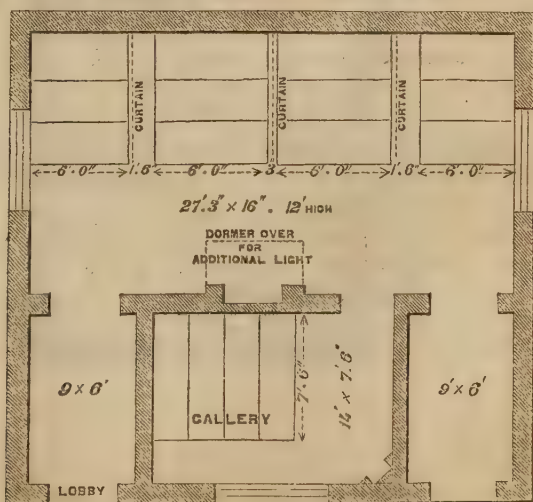
No. 1.

A School for 48 Children of one sex, in 4 Classes; with a Class-room having a gallery capable of containing two of the Classes.



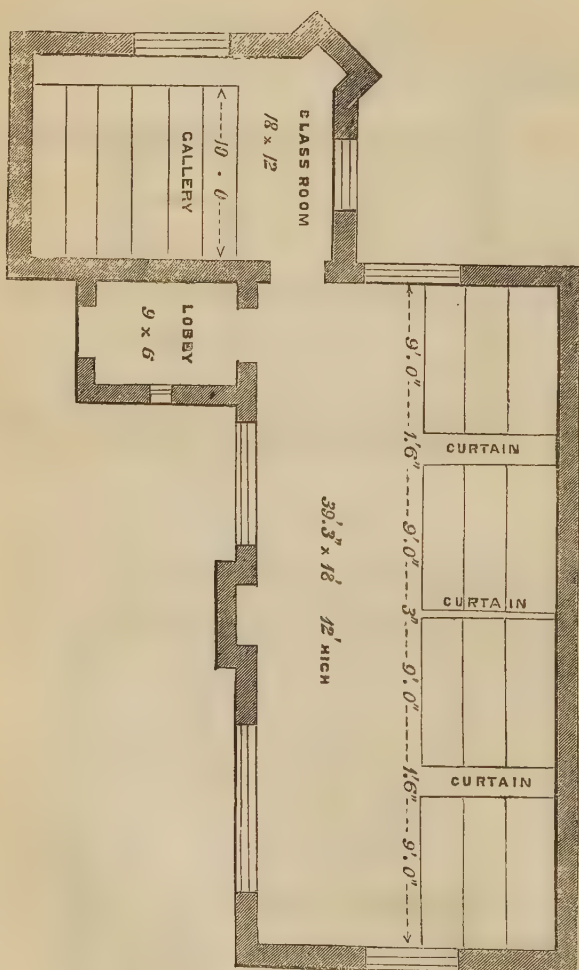
No. 2.

A School for 48 Boys and Girls, in 4 Classes; with a Class-room having a Gallery capable of containing two of the Classes.



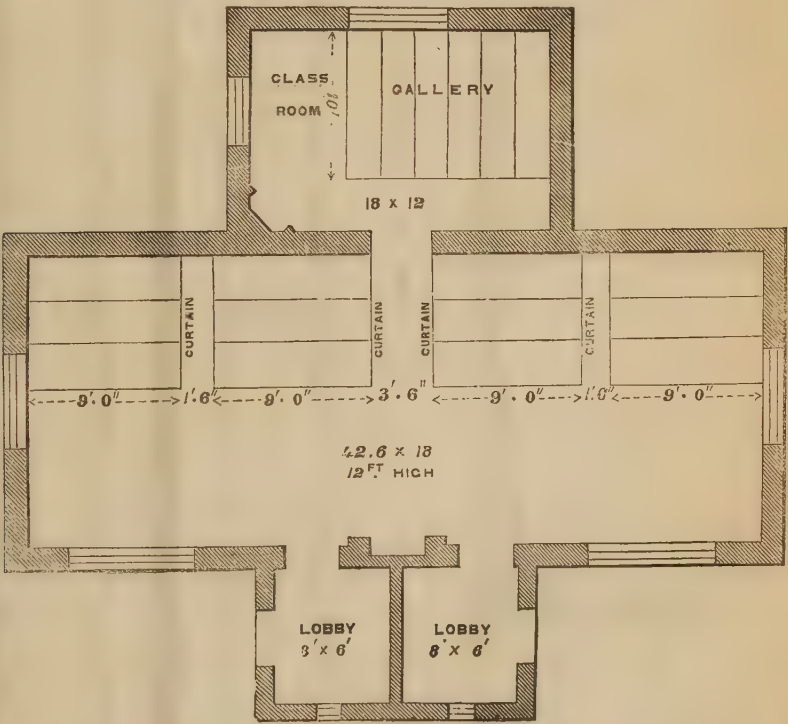
No. 3.

A School for 72 Children of one sex, in 4 Classes; with a Class-room having a Gallery capable of containing two of the Classes.



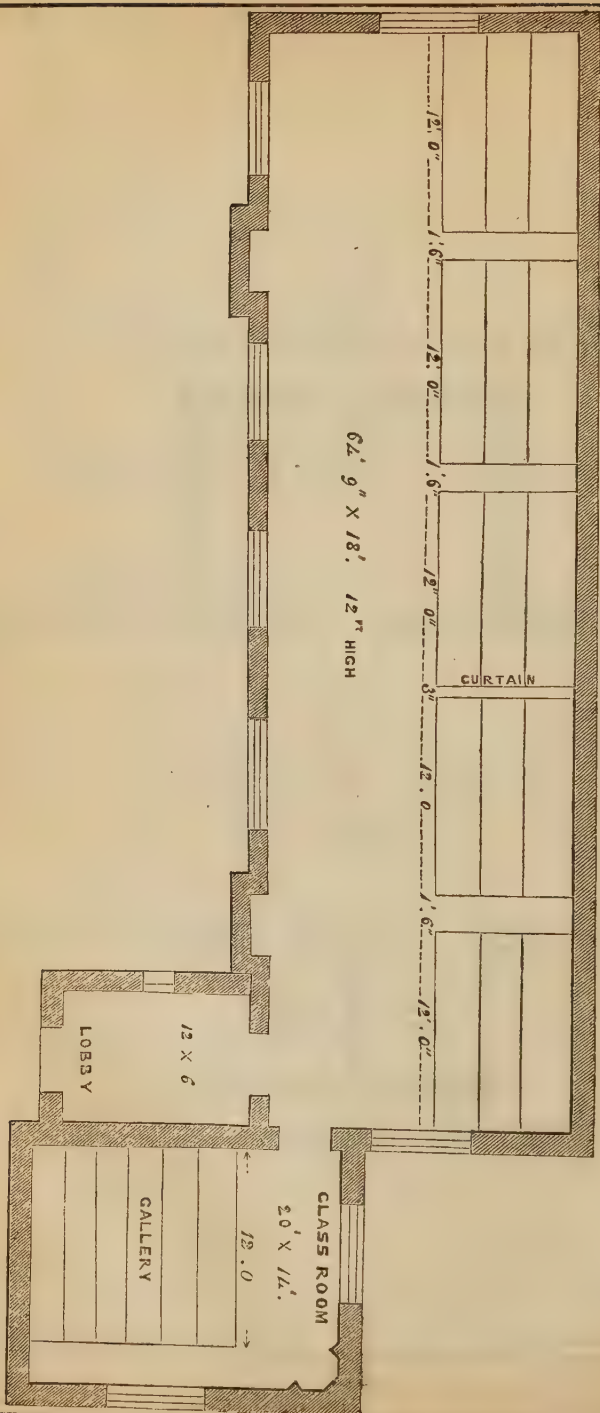
No. 4.

A School for 72 Boys and Girls, in 4 Classes; with a Class-room having a Gallery capable of containing two of the Classes.



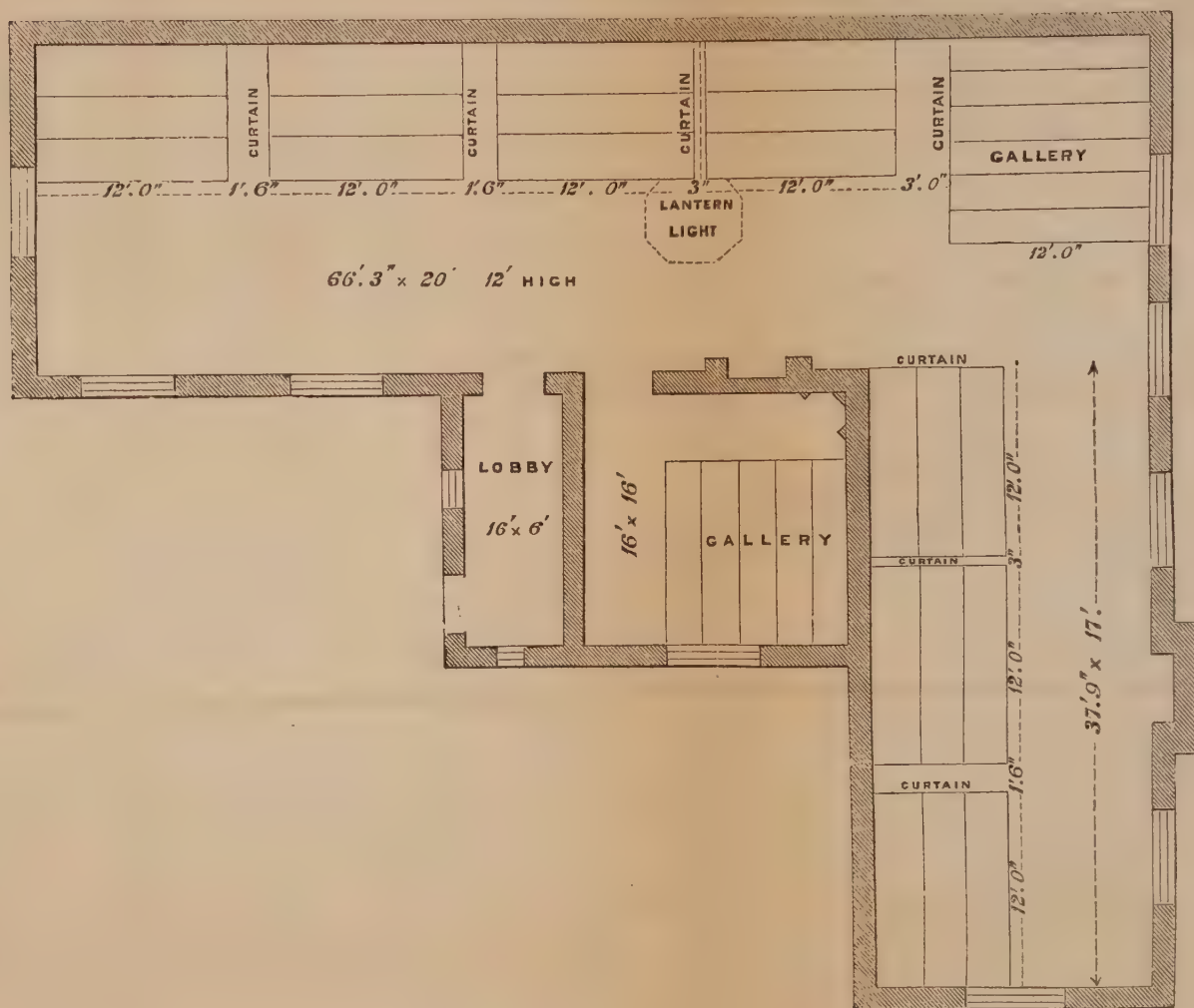
No. 5.

A School for 120 Children of one sex, in 5 Classes; with a Class-room having a Gallery capable of containing two of the Classes.

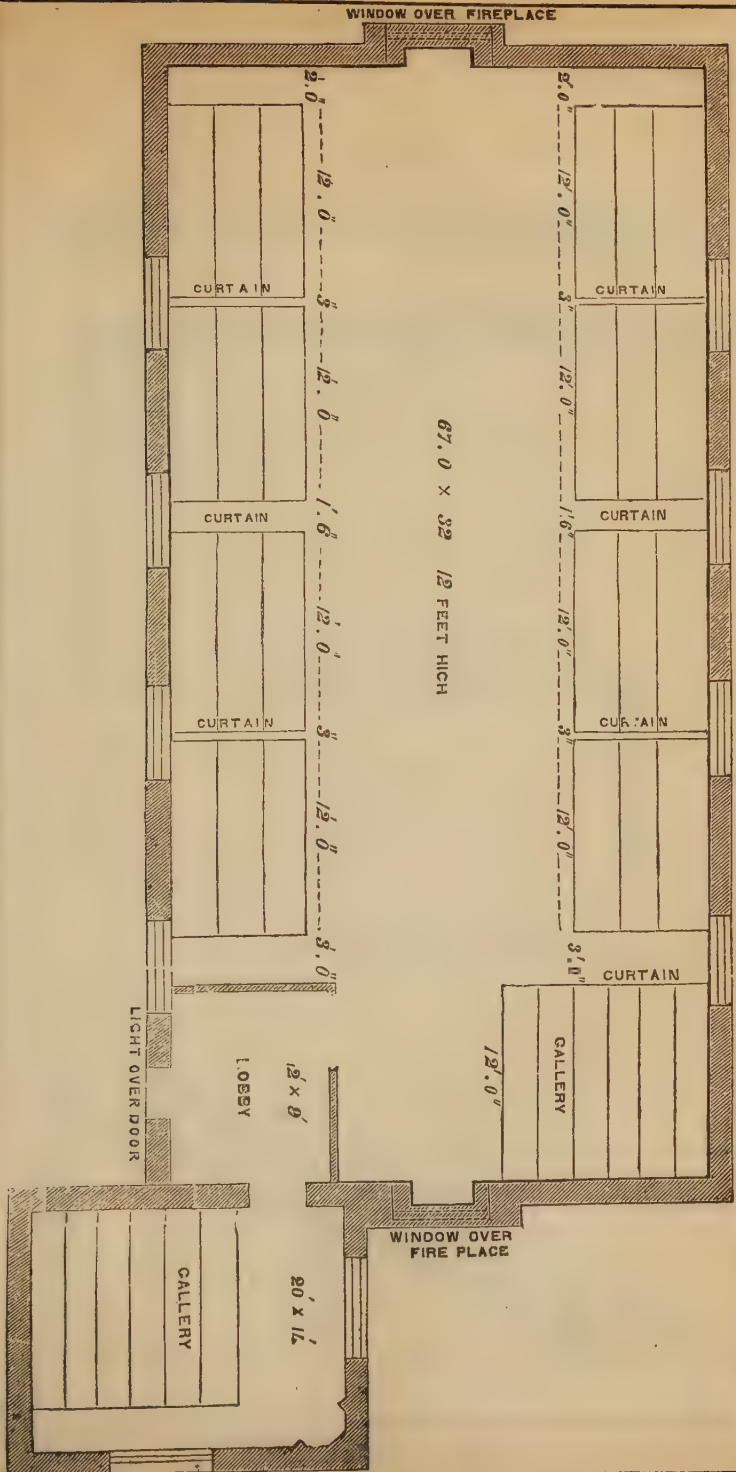


No. 6.

A School for 168 Children of one sex, in 7 Classes, with a Gallery; and with a Class-room having a Gallery capable of containing two of the Classes.

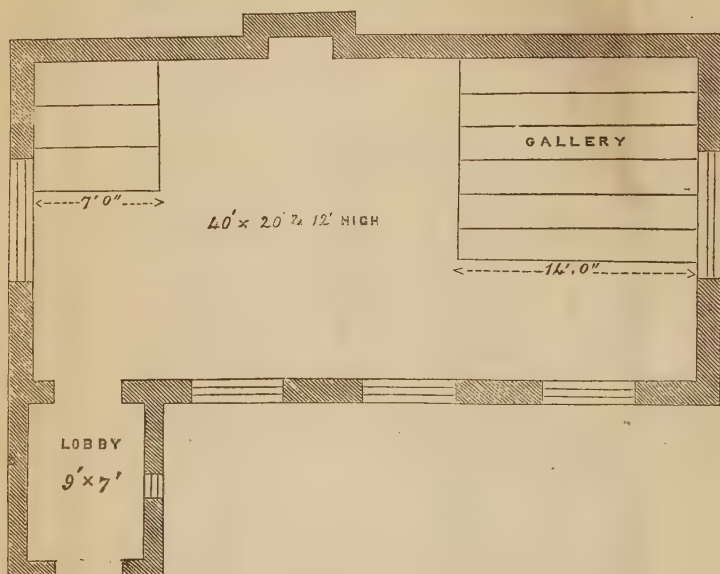


A School for 240 children of one sex, in 8 Classes, and a Gallery; with a Class-room having also a Gallery capable of containing two of the Classes.

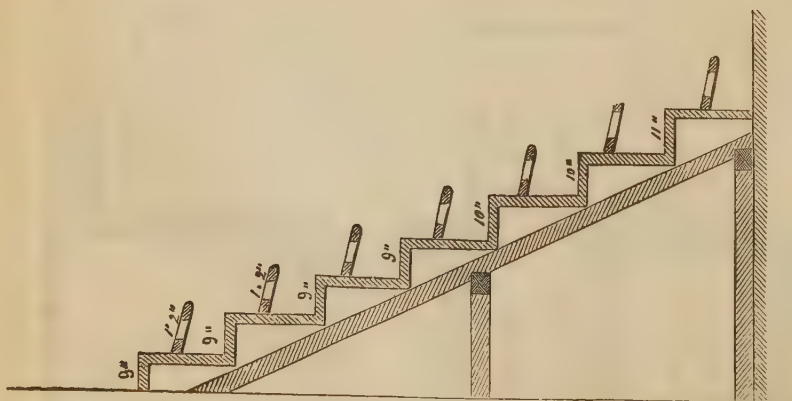


No. 8.

Infant School for 100 Infants, with a gallery capable of accommodating 72 Infants, and a group of benches and desks capable of accommodating 15 Infants; with section of Gallery.

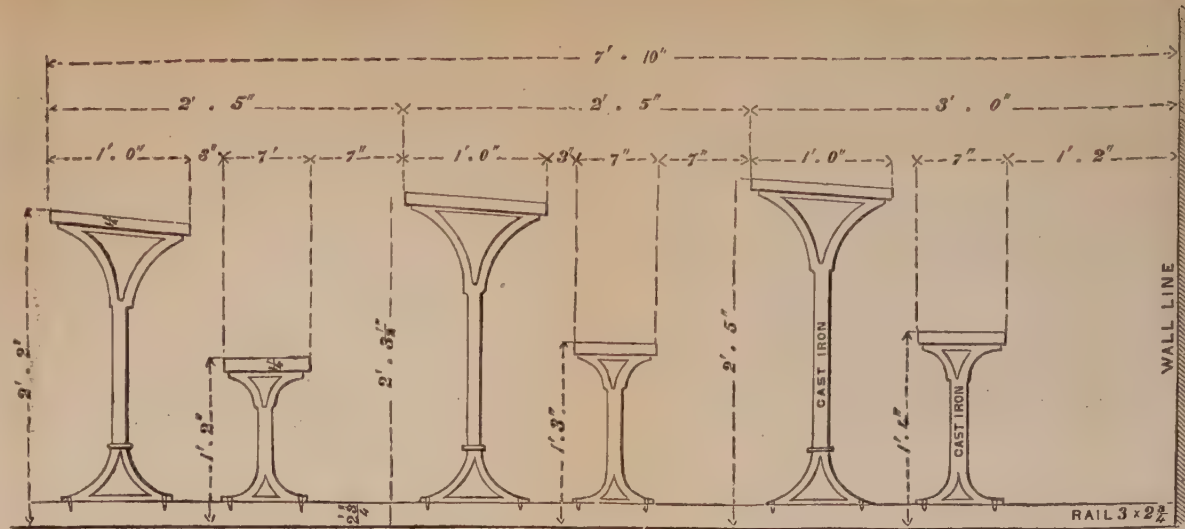


Section of Infants' Gallery.

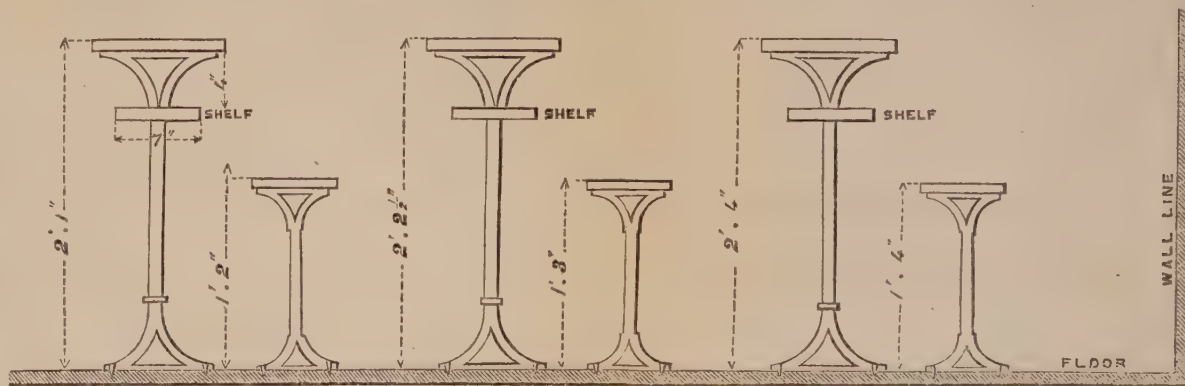


No. 9.

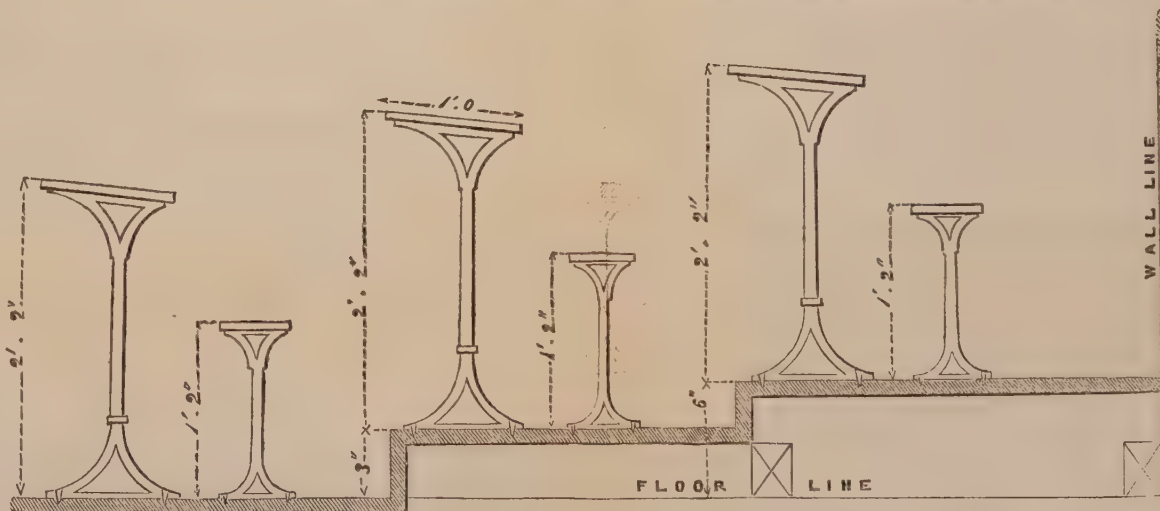
The dimensions in each of these three groups are calculated for children of the age of from 11 to 13. It is important that the dimensions should be varied to suit younger children.



Desks and Benches screwed to a moveable sleeper.

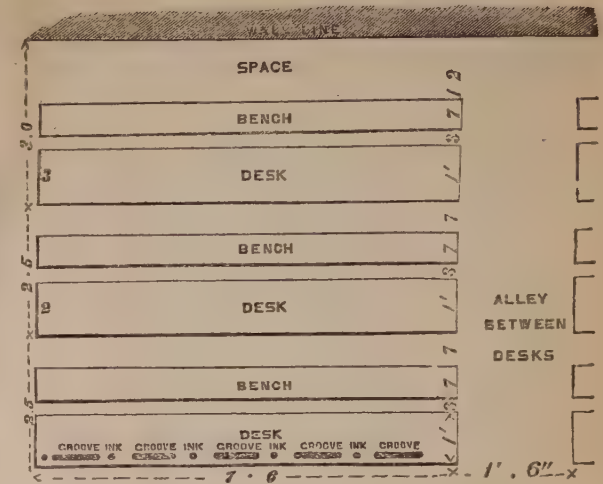


Desks and Benches screwed to floor. In this drawing the Desks are shown without any slope.



Desks and Benches fixed on a raised platform.

Plan of Desks and Benches.

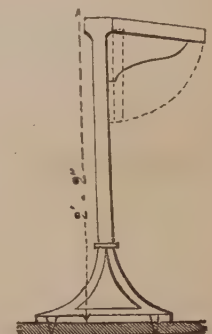
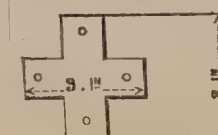


	Ft.	In.		Children.
Desks	7	6	in length to accommodate	- 5
"	9	0	"	- 6
"	10	6	"	- 7
"	12	0	"	- 8

Alleys between groups of Desks, from 1 foot 6 inches to 2 feet.

An inkstand of earthenware, glazed, with sliding covers of slate or earthenware, to be placed at the extreme right of each space of 18 inches on desk. The grooves are to prevent the falling of pencils, &c.

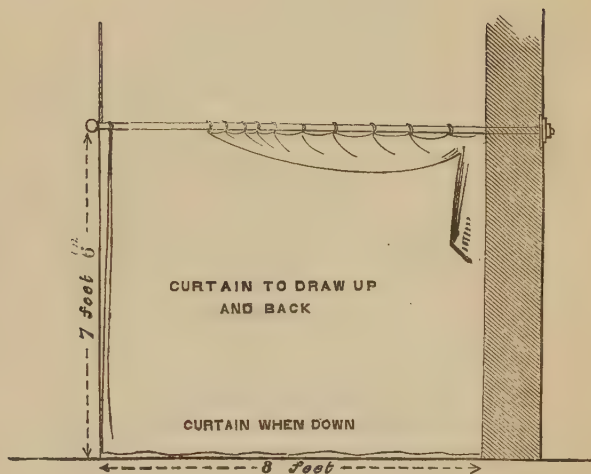
Plan of iron standards to Desks and Benches.



The flap of the Girls' Desks made to fall down for needle-work.



No. 10.



EXPLANATORY OF ADMINISTRATION OF PARLIAMENTARY GRANT.

SCOTLAND.—SCHOOL-BUILDING-GRANTS.

EXTRACTS FROM CORRESPONDENCE CONCERNING THE ERECTION OF A FREE CHURCH SCHOOL AT TAIN.

(No. 1.)

Committee of Council on Education,
15 October 1851.

REVEREND SIR,

IN reply to your letter dated 10th October 1851, I am to premise, that in deciding upon applications for school-building-grants my Lords always take into consideration, first, what are the requirements of the general population, and next, how far the particular school in question is calculated to supply these requirements. The previous existence of a school would doubtless have its weight as *prima facie* evidence; but my Lords do not find that, in the extract which you quote from the recorded interview of the deputation with the Lord President in 1847, they have pledged themselves to any particular view upon this point.

BETWEEN Dr. Mackintosh's letter of the 4th November 1850 and my reply to it on the 2d of December following, I was directed to communicate on the subject of the legal provision for schools at Tain, with the secretary to the Education Committee of the General Assembly of the Established Church of Scotland. From that gentleman my Lords heard, on the 26th November 1850, that "it was very probable the case would be taken up by his Committee, and that communications would be made to the patrons and to the schoolmaster, with a view of bringing the matter" (i.e. the requisite legal provision for a school) before the sessions for the shire.

I have been directed to inquire whether any further steps have been taken, and I shall have the honor to inform you of the result.

My Lords cannot coincide in your statement, that this question does not affect the application for aid to erect a Free Church school. I would beg leave to refer you to the concluding paragraph of my letter to Dr. Mackintosh of the 2nd of December 1850.*

By the Act 43 Geo. III. cap. 54. the parish school is to be provided with "a commodious house," and this my Lords are informed has been commonly understood to mean a school-house suited to the size and circumstances of the parish.

I have the honor to be, &c.

The Rev. R. Candlish, D.D.,
Edinburgh.

(Signed) R. R. W. LINGEN.

REVEREND SIR,

* Committee of Council on Education,
2 December 1850.

ADVERTING to your letter of the 4th of November 1850, I have the honor to inform you that my Lords have given their careful attention to the circumstances under which the legal obligation of the heritors to elect and maintain a parochial school at Tain remains unfulfilled, and my Lords are not of opinion that they can properly apply any portion of a grant voted to supplement, not to supersede, the legal provision for education, so long as, that provision not being made, it cannot be ascertained what is the deficiency remaining to be supplied.

I have the honor to be, &c.

The Rev. C. C. Mackintosh, Tain, Ross, N.B. (Signed) R. R. W. LINGEN.

(No. 2.)

SIR,

Edinburgh, 18 October 1851.

I HAVE the honour to acknowledge receipt of your letter of the 15th instant.

In reply I have to state, that a new building has just been erected for the parish school of Tain, by the heritors of the parish, in fulfilment of their obligation under the Parish School Act. It is situate in the town of Tain, and therefore easily accessible to the whole population of the place.

I have the honor to be, &c.

(Signed) JOHN GORDON.

The Secretary,

Committee of Council on Education.

(No. 3.)

Committee of Council on Education,
22 November 1851.

REVEREND SIR,

I HAVE the honor to acknowledge the receipt of your letter dated 12 November 1851, in which you inform me of the amount of accommodation provided in the new parochial school at Tain.

I am directed to state that, upon a review of the correspondence which my Lords have had with yourself and with other parties, on the subject of the proposed school-building for the Free Church Congregational School at Tain, and of the statutable provision for the education of the poor at that place, it appears to the Committee of Council on Education that the obstacle which has hitherto prevented their Lordships from giving assistance to the erection of the proposed new school-building may now be considered to have been removed.

It appears that the legal obligation to provide a building for the parish school has at length been fulfilled by the heritors; and my Lords are therefore in a condition to consider and determine whether a sufficient case has been made out to call for a Parliamentary grant to supplement, not to supersede, the legal provision for the education of the poor.

The heritors and all persons connected with Tain, as well as the Education Committee of the General Assembly of the Established Church of Scotland, have had a full opportunity of considering whether, in providing the statutable school, they should erect a building adequate to the necessities of the school district, and endeavour to procure the co-operation of all the friends of elementary education in that district for the establishment and maintenance of one efficient and powerful school.

It appears, however, from your present statement, that the new school is a room measuring 32×18 feet. It is therefore probably equal to the accommodation of about 70 scholars.

Under these circumstances, my Lords are of opinion that there is room for the erection of an additional school; and they are not aware of any reason which should now render it inexpedient to entertain the application which the Managers of the Free Church Congregational School have made to this Board for a grant in aid of the erection of a suitable building for that school.

I am therefore directed to transmit to you, herewith, the usual documents, which will enable you to prosecute your application for a building-grant.

I have the honor to be, &c.

The Rev. C. C. Mackintosh, Tain.

(Signed) HARRY CHESTER.

EXPLANATORY OF ADMINISTRATION OF PARLIAMENTARY
GRANT—*continued.*

BOOK GRANTS.

CORRESPONDENCE WITH EDUCATION COMMITTEE OF GENERAL
ASSEMBLY OF CHURCH OF SCOTLAND, RELATING TO GRANTS
IN AID OF PURCHASE OF BOOKS AND MAPS AT REDUCED PRICES.

(No. 1.)

SIR,

St. Andrew's, 18 December 1850.

IT will probably be in your recollection that, in the course of the interview to which I had the honour of being admitted in May last with his Lordship the President of the Council, I brought under his Lordships' notice the subject of grants to our Assembly schools in aid of purchase of school-books and maps at reduced prices, as being of material benefit to these schools, the pupils attending which are almost without exception of the poorer classes, so that aid for this purpose is constantly given from the funds of our Committee.

As the result of my doing so did not appear to be discouraging, the General Assembly's Education Committee venture earnestly to hope and to request that the Council Committee will be pleased to entertain favourably the application which they now beg leave to make for such a grant to three of the Assembly Schools, all in the Highlands, for which books and maps are now wanted, viz. Armisdale, Cumlodden, and Pitlochry.

If the application should be made in any other mode, I shall feel it very obliging if you will inform me of the manner in which it ought to be made.

I have the honor to be, &c.

R. R. W. Lingen, Esq.
Committee of Council
on Education, &c.

(Signed) JOHN COOK.

Convener of General Assembly's Committee.

(No. 2.)

Committee of Council on Education,
Privy Council Office, Downing Street,
21 December 1850.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 18th of December 1850, and I am directed to inform you that it will be laid before the Committee of Council on Education.

I have the honor to be, &c.

John Cook, Esq.
St. Andrew's, N.B.

(Signed) R. R. W. LINGEN.

(No. 3.)

SIR,

St. Andrew's, 23 December 1850.

IN reference to my letter of the 18th instant, it occurs to me, upon receipt of your letter of the 21st, with which I have just been favoured, that I ought, perhaps, to have stated more explicitly in that letter that it was as Convener of the General Assembly's Education Committee that I had the honor of an interview in May last with the Marquess of Lansdowne, and, in name of that Committee, made the application for a grant in aid of the purchase of school-books and maps at reduced prices to the Assembly's schools at Armisdale, Cumlodden, and Pitlochry.

I have the honor to be, &c.

R. R. W. Lingen, Esq.
Committee of Council on Education.

(Signed) JOHN COOK.

(No. 4.)

Committee of Council on Education,
Privy Council Office, Downing Street,
5 March 1851.

REVEREND SIR,

IN reply to your letter dated 18 December 1850, I am directed by the Lord President to state that the Education Committee of the Privy Council are disposed to consider favourably the application which has been made, on behalf of certain schools in the Highlands, viz. Armisdale, Cum-lodden, and Pitlochry, for aid to purchase a supply of the books and maps enumerated in the schedule appended to their Lordships' Minute dated 18 December 1847.

I am, however, before entering specifically into these cases, to remind you, that, according to the mode of administering this part of their Lordships grants (which you will readily gather from perusing the enclosed file of the forms in which the correspondence is conducted), no money is actually paid to school managers, but they are credited with the amount of their Lordships grant, and receive the works which they have selected from their Lordships agents in London (Messrs. Longman), on remitting to this office the difference between the grant and the total cost of the purchase.

It appears to be questionable whether the machinery thus constituted is suitable for the supply of schools so remote from London as those in the Highlands, more especially when it is considered that the works which are the most likely to be selected are those published in Scotland.

My Lords are under some apprehension that by the time the managers of a school in the Highlands shall have received and paid the carriage from London of a parcel of books published at Edinburgh, they will not be in any materially better position (after some trouble in correspondence, and after an outlay of the public money,) than if they had supplied themselves by a purchase in Scotland without assistance from their Lordships.

It would evidently be an unthrifty expenditure of the public money if the whole or the greater part of their Lordships pecuniary grant only served to cover the cost of carriage and correspondence, which, by another arrangement, might be avoided.

You will observe from the Book Form No. 1. that, quite irrespectively of any pecuniary grant from the Parliamentary fund, the retail price of the books and maps to be purchased has, by arrangements with the publishers, been reduced to the extent of 43 per cent.

An arrangement of this nature with the principal publishers of school-books in Scotland is quite as feasible for the Education Committee of the General Assembly as for the Education Committee of the Privy Council.

Pursuant to such an arrangement, so far as all works published in Scotland are concerned, the managers of schools in the Highlands would have all the benefit of the Minute of the 18th of December 1847, excepting the pecuniary grant from the Committee of Council on Education; and it does not appear, at present, but that the saving in carriage and correspondence would go far to cover this amount.

My Lords desire to submit their remarks to the attention of your committee, and in reply to them they will be happy to consider such observations as your committee may see fit to make.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Rev. Dr. Cook.

St. Andrew's, N. B.

(No. 5.)

SIR,

Edinburgh, 14 November 1851.

REFERRING to your letter of date the 5th of March last, on the subject of grants for books and maps to schools in Scotland, I have the honor to offer these few remarks on the part of the General Assembly's Education Committee.

The Committee are aware that there are many hundreds of elementary schools in Scotland, more especially in the Highlands and in the large towns, and the populous villages of the Lowlands, at which the instruction of the pupils is much impeded by their inability to find the necessary school-books.

Some of the books and maps enumerated in the list published by the Committee of Council are supplied by the General Assembly's Education Committee to the schools in their connexion, and they are procured from the publishers at somewhat less than the selling prices. But the same books appear to be still farther reduced in price to the orders of the Committee of Council, as may appear from the annexed comparison of the rates of reduction in the one case and in the other.

Between the reduced rates allowed upon the orders of the Committee of Council and their grant of a third part of the cost at the rates so reduced, there can be no doubt that a considerable advantage must accrue to those schools for which the grants of the Committee of Council may be obtained. It has only to be considered how far that advantage will be diminished by the expenses attending the application for the grants, and the transmission of the books, which expenses have to be defrayed by the applicants.

In reference first to the schools on the scheme of the General Assembly, I observe, that the requisite books and maps are supplied to most of these by the Committee at Edinburgh, but that on almost every occasion on which this supply is made it includes some books which are not among those provided by the Committee of Council. A double transmission thus becomes necessary, when a grant is obtained; and the entire cost of the carriage from London must be considered as a clear abatement from the value of the grants.

The cost of carriage from London to distant parts of the Highlands and Islands must certainly be considerable, and as the transmission could not be always directed with the same precision as from Edinburgh, the risks of delay and miscarriage are not to be overlooked. Still, even in these cases, the grant must be desirable, when the supply of books is not of less amount than the conditions of the grant require it to be.

The Assembly's Committee have seldom had occasion to place in any of their schools at one time as many of the books on the list of the Committee of Council as, at the reduced rates, would cost in all so much as 3*l.*, but they could wish it were left open to them, as such occasions may arise, to avail themselves of aid from the Committee of Council; and they are of opinion that, notwithstanding the cost of carriage and correspondence, the public money might thus be beneficially expended.

They take this view of the matter on looking to the much lower prices at which some of the books are supplied to the orders of the Committee of Council than it has been found practicable to obtain when the application is made to the publishers directly by the Assembly's Committee, or by any other parties in Scotland.

Referring in particular to the application made on the 4th ultimo in behalf of the Edinburgh and Glasgow Normal Schools, it does not appear that the advantage of a grant of books to these schools would be materially reduced by the expenses of carriage and correspondence, and the same may be said in respect to some other schools on the Assembly's scheme in the Lowlands.

These remarks may be applied to other schools in Scotland as well as to those maintained by the General Assembly's Committee; but, if such other schools may be now referred to, the Committee would only observe, that, excepting those which are immediately connected with the Society for Propagating Christian Knowledge and other education societies, it does not often happen that a supply of books is provided by the managers for the school at large, the pupils being left to purchase, where convenient, the books which they require. It has been intimated that orders may be obtained for the purchase of books and maps without any pecuniary grant, in which case it is permitted to "any of the scholars, pupil-teachers, and teachers themselves at the reduced prices such books and maps as they may have subscribed for." The Assembly's Committee do not venture to say to what extent applications of the one kind or the other (that is, limited to grants at the reduced prices, or including also the pecuniary grants,) might be expected from Scotland, but it appears not improbable that such applications might become numerous.

I have the honor to be, &c.

The Secretary of the
Committee of Council on Education.

(Signed) JOHN GORDON.

Comparative view of prices.

—	Price to Committee of Council.			Price to Assembly Committee.			Difference.
	£	s.	d.	£	s.	d.	
Dr. Thomson's Series. (Same price to both.)							
M'Culloch's Series	0	0	11½	0	1	3	0 0
Do. Course	0	1	5½	0	1	11½	0 0 5½
Do. Grammar	0	0	6½	0	0	11½	0 0 5½
Reid's Rudiments of English Grammar	0	0	2	0	0	3½	0 0 1½
Do. Modern Geography	0	0	5½	0	0	7½	0 0 2
Do. Sacred do.	0	0	1½	0	0	3½	0 0 2
Trotter's Arithmetic	0	0	1½	0	0	3½	0 0 2
Ingram's Mathematics	0	2	4½	0	4	9½	0 2 5
Johnston's Maps. (Same prices to both.)							0 4 3

(No. 6.)

Committee of Council on Education,
Privy Council Office, Downing Street,
13 January 1852.

SIR,

ADVERTING to your letters of the 4th of October and 14th of November 1851, and to the announcement (which you will receive by the same post with this letter) of a grant made pursuant to the Minute of the 18th of December 1847, towards the purchase of books and maps at reduced prices for the use of the Training Schools of the Established Church of Scotland at Edinburgh and Glasgow, I am directed by the Lord President to state that the Committee of Council will in future be prepared to entertain applications from the local managers of schools under inspection in Scotland for such grants, upon the same terms as in England and Wales.

I am, however, to add, with reference to Dr. Cook's letters of the 18th and 23rd of December 1850, that every such application must, as in the case of all other grants from the Education Vote, proceed from the local correspondent of each particular school in question. It will be understood that the Education Committee of the Assembly consents generally, so far as it is concerned, to the making of such application, and to the terms on which they are to be entertained, as the same have been set forth by the Committee of Council.

I have the honor to be, &c.

J. Gordon, Esq.
Edinburgh.

(Signed) R. R. W. LINGEN.

EXPLANATORY OF ADMINISTRATION OF PARLIAMENTARY GRANT—(continued).

ANNUAL GRANTS.

EXTRACTS FROM CORRESPONDENCE RELATING TO APPRENTICING OF PUPIL TEACHERS.

SIR,

Wandsworth, 19 February 1851.

girls' and
infants'
schools to
be treated
equally as
regards
apprentices.

The arrangement by which a girl who is to labour in the infant school is apprenticed to the mistress of the girls school, appears to me to be one which it is important that the Committee of Council should consider. Indeed, as in some instances, this is a very convenient arrangement for the school; so is it perhaps in all an expedient arrangement for the training of the apprentice.

It often happens that the mistress of the girls school *has*, while the mistress of the infant school *has not*, the attainments which would qualify her to take pupil teachers; but the latter may nevertheless be a teacher of very great merit, and one whose teaching the apprentice may, with great advantage, take as her model. It is further desirable that every pupil teacher should learn something of the training of infants, such as she cannot have if confined to the girls school in places where there is an infant school.

Thirdly, it is very expedient that an opportunity should be afforded her of acquiring a practical knowledge of the infant-school system. I believe that system to be the fragment of a better system than is adapted to it in the national school; and that in proportion as our national school teachers assimilate their methods to it they will improve them. Lastly, the practice of oral and gallery teaching which she will get in the infant school will be invaluable to her. She might thus learn (it is to be presumed) to put whatever she has to teach children under its simplest possible form, and she will acquire a confidence and a firmness in teaching, which are but rarely obtained in the like degree in a girls school.

For these reasons, I think it very desirable that whenever there is an infant school as well as a girls school, the female pupil teachers apprenticed to the mistress of the girls school should labour a portion of their time in the infant school, and conversely, that if there be pupil teachers in the infant school, they should take their turn in the girls school. Several cases present themselves to my mind in which the mistress of the girls school is a good scholar, but a poor teacher; and that of the infants, a poor scholar, but a first-rate teacher.

There is another case which any general regulation on this subject should contemplate. I mean that of a small agricultural school, where it is considered desirable to teach the infants in a separate room, called the infants school; but where they cannot afford to keep an infant mistress, but wish to put this separate school under the care of one of the pupil teachers. There are several such cases in my district, and more would be created if the arrangement were sanctioned by the Committee of Council.

This seems desirable, because nothing more interferes with the efficiency of village schools than the necessity of taking babies into them, and keeping them (at least) quiet whilst the elder children are being taught. I think the whole arrangement might be made without much difficulty, by permitting the infant school to be counted with the girls school in respect to the number of pupil teachers to be apprenticed, in all cases where the infant school is favorably reported on, as a place adapted for the training of pupil teachers; even although the mistress of it may not be qualified to instruct them. The pupil teachers being in such cases article to the mistress of the girls, a question would probably arise as to whether the infant mistress was not, under these circumstances, entitled to some portion of the allowance for teaching the pupil teachers, inasmuch as they may, in some cases, get the best part of their instruction from her; *i. e.* its professional part. Calculating how many pupil teachers she would be allowed for her own school, if she could herself teach them, *one half their gratuity* would perhaps be a fair remuneration for her. It should be a condition of any such arrangement as I have proposed that *each* pupil teacher should teach during a certain portion of each year (or during certain years of her apprenticeship) in the infant school, and during certain other portions in the girls school; the arrangement of these periods being made with the sanction of Her Majesty's Inspectors.

I have the honor to be, &c.

(Signed)

H. MOSELEY,

H. M. Inspector of Schools.

The Secretary of the Committee of
Council on Education.

Reply to foregoing Letter.

Committee of Council on Education,
Privy Council Office, Downing-street,
24 February 1851.

REVEREND SIR,

I have the honor to acknowledge the receipt of your letter of the 19th instant.

With reference to the general question—one of great importance—which is discussed in your letter, I am instructed to state that the plan which you recommend in certain cases of reckoning the infant schools and the girls schools together, and of apprenticing pupil teachers, for service in each school, calculated as to their number according to the total average attendance in both schools, has been already in several instances acted upon.

There is nothing in their Lordships Minutes which opposes any impediment to such an arrangement.

The additional regulations which you suggest as to the employment of the pupil teacher for prescribed periods in one or the other schools, and as to a division of gratuity, are also such as, if proposed to the Committee of Council by the managers of a school, with the advice and concurrence of Her Majesty's Inspector, would be readily admitted by their Lordships.

The gratuity would indeed be paid to the correspondent as now, and wholly on account of the mistress to whom the girls were apprenticed, but the division might be subsequently settled by private arrangement between the parties interested.

Their Lordships will be prepared to consider any recommendation which you may have to submit to them concerning particular schools in pursuance of the letter which I have now the honor of answering.

My Lords desire, however, at the same time, to insist, as an indispensable condition to their consent, that whether the infants be collected in a separate school under a separate mistress, or whether they be removed

Girls' and infants' schools to be treated jointly as regards apprenticeship.

into a class-room which the mistress of the girls school superintends with the assistance of pupil teachers or monitors, in either case Her Majesty's Inspector shall be able to report, not merely that the pupil teachers will be set to teach infants, but that they will be effectually guided and superintended, if not constantly, still with sufficient frequency in their mode of giving this special kind of instruction.

It would be unfair to the pupil teacher, and injurious to the progress of the infants, if the services of the pupil teacher were rendered without this guidance and superintendence.

Their Lordships wish this communication to be understood as implying their disposition to entertain favorably any recommendation which you may see fit to make, rather than as implying any special recommendation on their Lordships part.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Rev. H. Moseley,

H.M. Inspector of Schools, &c.

Committee of Council on Education,
Privy Council Office, Downing-street,

REVEREND SIR, 25 April 1851.

I have the honor to acknowledge the receipt of your letter dated the 23rd of April 1851, in which you ask for instructions how to proceed in cases in which pupil teachers disagree with the teachers to whom they are apprenticed.

Objections
to dissolve
apprentice-
ship on
mere plea
of disagree-
ment be-
tween
teacher and
apprentice.

My Lords are of opinion that the premature dissolution of engagements, in the nature of apprenticeship under the Minutes of 1846, should be rendered difficult and discouraged as much as possible, except under very grave circumstances. The mere vague allegation of "not getting on well together," could not be admitted by my Lords as a sufficient reason for cancelling indentures. The effort by which such temporary embarrassment could be surmounted is not called into action so long as the mutual responsibilities incurred under the agreement can be evaded by its dissolution. It is evident that in almost every apprenticeship such embarrassments will arise some time or other in the course of five years, and that if, instead of their being overcome by kind and patient resolution, the engagement is to be dissolved as soon as on account of them it ceases to be perfectly agreeable, the objects of such apprenticeship will, in a large proportion of instances, be frustrated.

Their Lordships would therefore hesitate before they apprenticed another pupil teacher to a master who, without unequivocally good cause shown, had sought to rid himself prematurely of a former apprentice. Such is the general principle on which their Lordships are prepared to act, but the application of it is of course matter of degree, and must be modified by circumstances.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Rev. F. Douglas Tinling,

H.M. Inspector of Schools, &c.

Circular Letter to Her Majesty's Inspector of Schools.

Committee of Council on Education,
Privy Council Office, Downing-street,
13 June 1851.

SIR,

I am directed by their Lordships to request your attention to the general conditions (as set forth in the Minutes of 1846 *) on which the Committee of Council have undertaken to provide stipends for apprenticed pupil teachers.

New apprenticeships not to be sanctioned unless progress of school satisfactory under those expiring.

You are aware that, in the introduction of the present system, a very indulgent interpretation was put upon these conditions, and particularly upon the two which are printed in italics.

The pupil teachers who were apprenticed in 1847 are now, however, approaching the term of their engagement; and in the present, and in every succeeding year, you will have to report upon schools in which a complete course of apprenticeship has been served.

Such schools will have received very considerable sums of public money. The justification of such an outlay is to be sought in their improved state.

In cases, therefore, where, at the end of one or more apprenticeships, no satisfactory standard of efficiency has been attained in the school, and particularly in those cases where no *progress* has been made beyond the standard which prevailed in the school antecedently to the first apprenticeships, their Lordships will not be disposed to sanction further expenditure from the education grant.

Accordingly, in reporting upon any school where apprenticeships are on the eve of expiring (Forms IX. v. (X²)), you will be careful to note specially *the progress* which the school has made under the pupil teacher system.

* *The following is the Minute referred to:—*

Council Chamber, Whitehall, 21 December 1846.

By the Right Honorable the Lords of the Committee of Council on Education :
—Regulations respecting the Education of Pupil Teachers and Stipendiary Monitors.

The Lord President communicated to their Lordships the Regulations which he had caused to be framed to carry into execution the Minute of the Committee of Council on Education, of the 25th day of August 1846, respecting the apprenticeship of pupil teachers.

GENERAL PRELIMINARY CONDITIONS.—Upon application being made to their Lordships from the trustees or managers of any school under Inspection, requesting that one or more of the most proficient scholars be selected to be apprenticed to the master or mistress, the application will be referred to the Inspector, and will be entertained, if he report—

That the master or mistress of the school is competent to conduct the apprentice through the course of instruction to be required :

That the school is well furnished and well supplied with books and apparatus :

That it is divided into classes: and that the instruction is skilful, and is graduated according to the age of the children and the time they have been at school, so as to show that equal care has been bestowed on each class:

That the discipline is mild and firm, and conducive to good order:

That there is a fair prospect that the salary of the master and mistress, and the ordinary expenses of the school, will be provided for during the period of apprenticeship.

If such a school continues to be imperfectly or injudiciously superintended, inconveniently furnished, or scantily supplied with suitable books and apparatus, or if the teacher (*whether or not the same as the one under whom the first apprenticeships were commenced*) is still only qualified to conduct the instruction of pupil teachers in the earlier years, you should not recommend, or allow the parties interested to expect, the apprenticeship of additional pupil teachers.

Their Lordships have, out of consideration for the pupil teachers and their friends, hesitated to withhold stipends in many cases where the continued imperfections of the school would fully have justified such a course. With regard, however, to new apprenticeships in the same schools, there exists neither the plea for indulgence which might have been urged at the time of the first application for pupil teachers, nor are the existing engagements of individuals affected. Such schools ought evidently to be regarded in a different light from others, and apprenticeships should be left to die out without renewal in them, if they exhibit no tendency to profit by the costly assistance which they have received.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Her Majesty's Inspector of Schools.

Committee of Council on Education,
Privy Council Office, Downing-street,
19 June 1851.

* * * * *

Apprenticeship-gratuity not allowed to temporary teacher for mere intellectual instruction.

"I am directed to inform you that the payments made under the Minutes of 1846, to masters and mistresses on account of pupil teachers, are allowed in consideration, not only of the intellectual instruction specially given to them out of school hours, but also of the general superintendence exercised over them, and the practical instruction in the art of teaching and school-keeping, given to them, during the hours of their regular attendance at school. Their Lordships are therefore unable to award any gratuity to a person solely employed in giving temporary intellectual instruction to pupil teachers in the interval between the departure of one permanent teacher and the engagement of another."

* * * * *

"I am directed to inform you that their Lordships do not contemplate the occurrence of a considerable interval between the removal of one teacher of a school and the appointment of a successor as other than a circumstance of exceptional character. When such a circumstance unavoidably occurs it is generally possible to obtain from a training school the temporary services of a properly qualified teacher. In a case of this nature, and in others where a teacher, with whose qualifications Her Majesty's Inspector is acquainted, takes the entire charge of the pupil teachers both in and out of school hours, my Lords might be induced to take into consideration the propriety of granting some gratuity in acknowledgment of services thus temporarily rendered. Where, however, a lengthened interval elapses, during which a school is placed under the care of a person respecting whose ability to give the requisite intellectual instruction, my

Lords are ignorant, so much injury has been found to accrue to the pupil teachers apprenticed in it, that their Lordships have in all such cases considered themselves bound to discountenance the practice by the refusal of payments to such temporary teacher, who must look to the managers of the school for remuneration."

Committee of Council on Education,
Privy Council Office, Downing-street,

N. S.
REVEREND SIR,

5 July 1851.

In your last Report upon the pupil teachers in the national school at A., you recommend that B. C. (one of the number) should receive only half his stipend. Pupil-teachers' stipend to be either paid in full or forfeited altogether.

I am directed to inform you that the attention of the Committee of Council has been called to the difficulty of continuing to act on recommendations of this nature.

According to their Lordships' Minutes, the stipend of a pupil teacher is either forfeited or payable. The Minutes do not provide any middle course, and such a course can only be justified on the plea of remitting part of a penalty incurred. For instance, my Lords cannot regularly give an order on the Treasury for the payment of £6 5s., instead of £12 10s., to B. C. for his second year's apprenticeship.

Their Lordships have come to the opinion that they will be acting more in accordance with their Minutes by absolutely paying or refusing to pay their annual grants, except in rare instances.

They are also of opinion that such a course tends to ensure greater care in recommending and deciding.

The object intended to be answered by a reduction in the stipulated payments may be more regularly answered by a caution (to be invariably enforced in practice) that the pupil teacher is retained for the ensuing year upon probation only, and will receive no payment whatever at the end of the year except upon complete fulfilment of the specified conditions.

You will observe that the conditional character of the payments is so clearly marked in the Form (XV.) of announcing apprenticeships, that in future there will be no difficulty in absolutely withholding stipends that are not properly claimable. For some time to come, however, it may be necessary, by interposing a caution, to render the extreme penalty prospective.

I am directed to return to you B. C.'s papers, and to request that you will review your Report with reference to the preceding explanations.

I have the honor to be, &c.

To the Rev. (Signed) R. R. W. LINGEN.
Her Majesty's Inspector of Schools.

Circular Letter to Her Majesty's Inspectors of Schools.

Committee of Council on Education,
Privy Council Office, Downing-street,

SIR,

4 October 1851.

I am directed to bring under your notice the extreme difficulty which is constantly experienced by their Lordships in deciding upon the allowance or disallowance of pupil teachers payments, in schools where the preliminary conditions of apprenticeship remain palpably unfulfilled, but where also various pleas are urged to palliate this breach of engagement on the part of school-managers, and to enforce the claims of pupil teachers to favorable consideration notwithstanding. Preliminary conditions of apprenticeship.

Such cases rarely admit of any satisfactory decision. The course which is prescribed by justice to the public causes commonly so much local dissatisfaction, and indeed bears so hardly on individuals (the apprentices and their parents) who are not always those properly responsible, that it can be carried into effect only in extreme cases.

The remedy for this grave administrative difficulty is to be found in increased attention to the conditions of apprenticeship at the time of examining candidates for admission.

I beg leave accordingly to point out to you that the general conditions of apprenticeship are stated in their Lordships' Minutes to be "*preliminary*" (Minutes of 1846, page 1*) and that force will be given to this word in their Lordships' decision upon your reports concerning the admission of candidates.

I am also to point out to you that these conditions being, by the context of the Minutes of 1846, laid down as the primary basis of their Lordships' engagement to provide annual payments, are not waived in any given year by the conditions (*relating exclusively to individuals*) which are added at pages 4 and 5.†

In pursuance of the foregoing observations, I am to state their Lordships' wish that you should not recommend apprenticeships, nor allow their Lordships' approval of them to be expected, in cases where the preliminary conditions are not fulfilled. These conditions can be insisted upon far more effectually as preliminaries, than after they have come to be complicated with individual claims. The examination for admission is therefore the time at which they should be pressed.

* *Vide foot-note to foregoing Circular of 13 June 1851.*

† At the close of each year pupil teachers or stipendiary monitors will be required to present certificates of good conduct from the managers of the school, and of punctuality, diligence, obedience, and attention to their duties from the master or mistress.

In Church of England schools, the parochial clergymen, and in other schools, the managers, will also certify that the pupil teachers or stipendiary monitors have been attentive to their religious duties.

If these certificates be presented, and if the Inspector certify, at the close of each year, that he is satisfied with the oral examination and the examination-papers of the pupil teachers or stipendiary monitors, and if those papers be satisfactory to their Lordships, the following stipends will be paid, irrespectively of any sum that may be received from the school or from any other source:—

	For a pupil teacher.	For a stipendiary monitor.
At the end of the 1st year	£ 10 0 0	£ 5 0 0
2nd "	12 10 0	7 10 0
3rd "	15 0 0	10 0 0
4th "	17 10 0	12 10 0
5th "	20 0 0	

At the close of each of these years, if the pupil teachers have received a certificate of good character and of satisfactory progress, the master or mistress by whom they have been instructed and trained shall be paid the sum of £5 for one, of £9 for two, of £12 for three pupil teachers, and £3 per annum more for every additional apprentice; and, on the like conditions £2 10s. for one stipendiary monitor, £4 for two, £6 for three, and £1 10s. in addition, in each year, for every additional stipendiary monitor.

Their Lordships are not of opinion that pupil teachers should be apprenticed in a school as the first step towards its improvement, nor until the managers have provided those necessary appliances without which the apprentices can neither teach others, nor be practically taught themselves, in an effectual manner. You should be careful in such cases to inform the managers how they may fulfil these preliminary conditions by the aid of their Lordships' grants towards meeting the expense of books, maps, and fittings; and you should direct attention to such grants, rather than to the apprenticeship of pupil teachers, as the proper object of a first, or at least of a contemporary, application.

You should also at the same time dwell upon the fact that the managers are parties to the indentures, and you should be careful to make known both their moral responsibility, and their legal irresponsibility, to the other parties interested, in the sense of the precedents which you will find printed at pages xciii. and xciv. of their Lordships' Minutes for 1850-1.*

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Her Majesty's Inspector of Schools, &c.

* *Minutes of 1850-1; page xciii.*

"As the managers of the school do not enter into any covenants, they do not incur any legal responsibility in the event of their not securing the services of another master, who is able to keep the school up to the required standard of efficiency. But, although in the case supposed, the managers would incur no legal responsibility, it cannot of course be questioned but that, by executing the indentures, they incur the heaviest moral obligation to uphold the efficiency of the school throughout the apprenticeship. The pupil teacher is not to be regarded simply as an assistant to the master, but as a boy who is learning the profession by which he is hereafter to live. Under the influence of all the stimulating causes now in operation, the average of attainments in teachers is rapidly rising. It is to be no less expected than hoped, that an ill-trained master may, at no distant period, find a difficulty in procuring a situation. It would then be too late to inquire by whose fault he came to be ill-trained. The parents are themselves for the most part too ill-informed to know whether they are placing their child out advantageously or otherwise to acquire a knowledge of his future calling, and probably rely upon the character of the managers who join in sanctioning the apprenticeship more than upon anything else."

Minutes of 1850-1; page xciv.

"In reply to your communications forwarded with your report on the ——— school I am to inform you that their Lordships have no power to demand that compensation should be made by the managers of the school to a pupil teacher whose apprenticeship is brought prematurely to an end, in consequence of the managers failing to provide a competent master.

"The part taken by their Lordships in the engagement of pupil teachers consists solely in making payments on their behalf on the fulfilment of certain conditions. They are no parties either to the execution, assignment, or cancelling of the indentures.

"The Committee of Council of Education, before sanctioning the engagement of a pupil teacher, require the managers to state that there is a fair prospect that the efficiency of the school will be duly kept up during the apprenticeship; but, in case of the school not being thus kept up, their Lordships only course is to withhold further payments.

CORRESPONDENCE relating to QUEEN'S SCHOLARSHIPS, under
MINUTES of 21 December 1846, and 25 July 1850.

(SERIES No. I.)

British and Foreign School Society,
Borough Road, 25 February 1851.

Selection of
candidates.

SIR, I have the honor to acknowledge the receipt of yours of the 2nd instant, informing us that their Lordships have been pleased to award Queen's scholarships to three of the candidates.

The committee are pleased to learn that these boys have obtained this distinction, and having made the usual inquiries relative to religious character, and obtained satisfactory testimonials relative thereto, they have received them into the normal school for training.

In reference to further Queen's scholarships, the committee are desirous of ascertaining their Lordships' wishes as to the period at which these inquiries relative to religion had better be put.

The committee are inclined to think that it would be better if the inquiries referred to were confined to those who obtain scholarships.

I have the honor to be, &c.

(Signed) HENRY DUNN, *Secretary*.

The Secretary of the Committee of
Council on Education.

Reply to foregoing Letter.

Committee of Council on Education,
Privy Council Office, Downing-street,
13 March 1851.

SIR,

I have the honor to inform you that your letter of the 25th ultimo has been submitted to the Lord President of the Council.

Responsi-
bility of to
rest with
authorities
of training
school.

His Lordship directs me to state that it is the wish of the Committee on Education that the presentation of candidates for Queen's scholarships, and their admission into training-schools, should rest wholly with the authorities of those institutions.

Their Lordships do not therefore consider it to be within their province to prescribe what inquiries shall be made by the authorities concerning each candidate, nor whether before the result of the examination has been ascertained, or afterwards. With regard to such inquiries, my Lords consider that Queen's scholars stand upon the same footing with any other applicants for admission. Their Lordships' part is confined to

"The injury which in this case is inflicted on the pupil teachers proceeds not from their Lordships, but, unless it is caused by unforeseen and unavoidable circumstances, from the managers of the school, or those whose business it is to see that the efficiency of the school is duly kept up. It is in reliance on the good faith of the managers that the pupil teacher enters into his engagement with them and with the master of the school; and their Lordships do not, either expressly or by implication, promise to provide the pupil teacher with a proper place for the completion of his training.

"It is partly with the view of preserving the pupil teacher, as far as is in their power, from the hardships of which you speak, that their Lordships require from the managers the statement above alluded to. However much their Lordships may regret the failure of the managers of any schools to perform their implied promise to a pupil teacher, they can do no more than sanction the removal of the pupil teacher, if satisfactory arrangements can be made, to another school, and decline to sanction the engagement of other pupil teachers in a school which has proved itself to be an unfit place for the completion of their training."

offering a certain number of exhibitions to be competed for by any eligible candidates whom you can find (according to your own tests of eligibility) among the pupil teachers who have successfully completed an apprenticeship pursuant to the Minutes of 1846.

The Lord President thinks it necessary to record an express declaration to the effect that the Committee of Council recognize no engagement or liability, on their Lordships' part, to procure admission for a Queen's scholar either into the training-school where he may have been examined, or into any other.

I have the honor to be, &c.

Henry Dunn, Esq., (Signed) R. R. W. LINGEN.
British and Foreign School Society's
Training-school, Borough-road.

Circular Letters to Principals of Training Schools.

(No. 1.)

Committee of Council on Education,
Privy Council Office, Downing-street,
— October 1851.

SIR,

I beg leave to enclose a list of the schools (with their several correspondents) from which candidates for Queen's scholarships may be presented at the examination to be held in December next, at the training schools, in common with the rest of those under inspection. The pupil teachers who are eligible to compete are named under each school.

How to find
candidates
eligible.

I am to state at the same time that, considering the great increase in the number of these candidates in future years, my Lords cannot undertake to continue to supply such lists as the enclosed in a separate shape.

If you will have the kindness to refer to vol. 1., p. cxli., of their Lordships' Minutes for the year 1850-51, you will find that it contains a detailed statement of the apprenticeships current in each school under inspection.

Copies of the Minutes to be laid before Parliament next session will be in the hands of the principals of training schools soon after Easter 1852; and, with regard to the Queen's scholarships to be awarded in December of that year, every pupil teacher will be admissible to compete who is entered as in the fifth or fourth (if apprenticed in any month earlier than October) *current* year, because every such pupil teacher will have *completed* his fourth year of apprenticeship before Michaelmas 1852.*

It will only be necessary therefore to run down the columns (of boys and girls respectively) which mark the standing of the pupil teacher with

* *Minute of the Committee of Council on Education, dated 25 July 1850, (vide Minutes of 1850-1, page xvii.)*

"The class qualified to compete for [Queen's] scholarships will consist of the apprentices who have passed the examination for the end of the fifth year successfully. The conditions prescribed [in the Minutes of 1846] for the examination of such competitors are fulfilled in the annual examination held shortly before Christmas at each training school. My Lords propose that the pupil teachers who have successfully completed their apprenticeship shall be at liberty to attend at any of these examinations which their friends or patrons may select, with the concurrence of the principal of the training school. Their Lordships will also be prepared to allow pupil teachers who have passed the fourth year's examination with unequivocal success, before Michaelmas in each year, to compete for Queen's scholarships. If they succeed, they will receive a proportionate payment for the unexpired portion of the current year of their apprenticeship, at the rate of the fifth year, up to the time when their scholarship commences. If they fail, they will return to their schools, and will have to pass the examination for the end of the fifth year in the usual manner."

a pencil, and to note every school under which the fourth or fifth year is entered, as one from which candidates may be received, and to which, therefore, any communication intended for such cases may be sent.

You will observe that the denomination of each school (National, British, &c.) is specified in the statement.

Communications in the shape of circulars are addressed by my Lords to the school-house itself. Thus, in the case of a national school :—*

"To the Officiating Clergyman of the District,
Amphill National School,

Amphill.

Their Lordships are careful to bring the question of Queen's scholarships to the recollection of school managers and apprentices on each occasion of making the annual payments.

My Lords trust that, by these means, the principals of training and the managers of elementary schools may be sufficiently made aware of the manner in which their co-operation with the Committee of Council in administering the Minutes of 1846 is to be effected.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Principal of the
——— Training School.

(No. 2.)

Committee of Council on Education,
27 November 1851.

SIR,

It has been brought under their Lordships' notice that pupil teachers, who are intending to compete for Queen's scholarships at the examination to be held in the course of next month at the various training schools under inspection, have been invited to make a preliminary residence in certain of those institutions with a view to their preparation in the subjects which candidates for Queen's scholarships are required to profess.

I am to state generally that my Lords disapprove of the practice, although in the case of pupil teachers who have completed their apprenticeship they cannot interfere to prevent it.

The practice has a tendency to give advantages to one competitor over another, irrespectively of their merits; and it directly favours the idea of cramming as contrasted with regular and equable study.

The practice, however, has not been confined to pupil teachers who have completed their apprenticeship. Pupil teachers still in the course of their fifth year, but admissible by their standing in it to compete for Queen's scholarships have, in like manner, been invited from their schools. It is obvious that, under the consequences of such a precedent, if allowed to be established, the service of the fifth year would be generally interrupted.

The proper preparation of a pupil teacher, who desires in the course of his fifth year to compete for a Queen's scholarship, consists in increased attention to his own studies and duties at school.

My Lords will be unable to award a Queen's scholarship to any pupil teacher who shall have interrupted the ordinary course of his apprenticeship in preparing for the examination.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Principal of the ——— Training School.

* In the case of a British school :—

"To the Secretary of the School Committee,

"Amphill British School,

"Amphill."

(No. 3.)

Committee of Council on Education,

SIR,

January 1852.

With reference to the admission of Queen's scholars for the year 1852, I beg leave to request your attention to the following extract from the Minute dated 25 July 1850.

"As to the number of these scholarships to be allowed, their Lordships will confine it within 25 per cent. of the number of students who shall have been resident in each training school for one year and upwards at the date of the examination."

I beg leave further to request your attention to the two enclosed letters which have recently passed between their Lordships and the Council of the Whitelands Training School.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Principal of the
 _____ Training School.

(Enclosure No. 1.)

Whitelands Training Institution for Schoolmistr
 King's-road, Chelsea,

SIR,

23 December 1851.

I am requested by the Council of Whitelands to lay before you the following statement:—

During the year ending December 31st, 1851, the students resident in the institution have never been fewer in number than 64. Some have left during the year, and others supplied their places; but all have been *bonâ fide* students in training for a period of two years; or, in some few cases, for a period of a single year: none have been received into the institution for a shorter period; and therefore in the number (64) none are reckoned but students who are in training for one or two years.

As it is not found practicable to compel all such students to enter at a fixed time, it follows that if the number of Queen's scholars allotted to a training school be estimated at 25 per cent. of the number of those who have been resident for at least a year at a given time, the institution will obtain a very limited number of Queen's scholars, falling far short of 25 per cent. of the number of those who are being trained for a period of one or two years.

The Whitelands Council wish to know whether at the present time 16 Queen's Scholars may be allotted to them, in consequence of their being able to state that they have never had fewer than 64 students in training for a full period of one or two years during the year 1851; and whether in future years the number who are in residence for a full period of one or two years throughout the whole year may be taken as the basis of the calculations on which the per-centage of Queen's scholarships will be allotted.

I remain, &c.

(Signed)

HARRY BABER,

Chaplain and Secretary.

The Secretary of the
 Committee of Council on Education, &c.

(Enclosure No. 2.)

Committee of Council on Education,

REVEREND SIR,

24 December 1851.

I have the honor to acknowledge the receipt of your letter of the 23rd instant.

I am to state that the words which occur in the last paragraph but one of the circular appended to the Minute of 25 July 1850 on the subject of Queen's scholarships; viz., "*the number of students who shall have been resident in each training school for one year and upwards at the date of examination,*" were

added for the sake of marking that their Lordships cannot recognize any period of training which lasts less than one full year.

The calculation of the year up to the date of the examination, although convenient, is not essential to the object in view, and is inapplicable to the admission and departure of students (where such is not to be avoided) at other times of the year.

The per-centage must continue to be calculated *on those students only who are actually in residence at the date of the examination*; but students who shall have been admitted subsequently to the beginning of the year, may be included in the number which is to be taken as the basis of per-centage, *provided that every student so included shall be bonâ fide intending and intended to reside for a period of not less than one year.*

I have the honor to be, &c.

To the Principal of the
Training School.

(Signed) R. R. W. LINGEN.

Extracts from Correspondence relating to Queen's Scholarships.

Committee of Council on Education,
Privy Council Office, Downing-street.

Limited
number of
Queen's
scholars.

* * * * *

Were my Lords to offer Queen's scholarships with no restrictions beyond that of the standard of proficiency to be attained by the candidates, in two or three years time the whole of the training schools under inspection might be filled with Queen's scholars; and, as scarcely any of the Queen's scholars will be expected to fail to obtain a position on the class list at the end of the year, my Lords would in this manner have assured the whole maintenance of those training schools upon the public funds, inasmuch as they would be paying 50*l.* per annum for each student in them.

Such is not their Lordships' intention; and I am directed to make this statement with the utmost explicitness.

In offering, at the end of each year, grants varying from 20*l.* to 30*l.* for each student who, having resided during that period, passes a certain examination, their Lordships have encouraged and enabled the managers to exercise discrimination in the admission of applicants; *e. g.* if 22 candidates, with ability to pay the fee of 25*l.*, presented themselves for admission, the council of the training school might, with scarcely any risk of pecuniary loss, reject 11 of them in favor of more promising candidates who could not pay the fee, because the average grants which these latter might obtain would come in lieu of the fee.

My Lords look for the exercise of such discrimination as this in the selection of candidates for admission into training schools under inspection; nor without thus much of co-operation, on the part of the authorities of those institutions, can the Minutes of 1846 be successfully administered.

The pupil teachers who are completing their apprenticeships will furnish not only competitors for Queen's scholarships, but a wholly new class of candidates for admission into training schools.

The Committee of Council consider it essential to postpone to the end of each year their grants on account of such students as are not Queen's scholars.

The Queen's scholarships are offered not simply in the light of maintenance, but also in that of distinction. The Queen's scholars are intended to stand in the same relation to ordinary students as the scholars of open foundations in the Universities to commoners or pensioners; and a limitation of their numbers is indispensable to such a position.

The holders of Queen's scholarships for the past year are admissible to compete a second time, pursuant to the letter which is printed at page xxi. of the Minutes of 1850-1, vol. 1.; but my Lords can give them

no preference over other competitors. On the contrary, in cases of doubt, the preference must be given to the competitor who has had the fewest advantages.

A Queen's scholar who, at the end of his first year, obtains a position upon the class list, and consequently a grant for the training school, has, so far, contributed the cost of a second year's training, even if he fails to obtain a renewal of his scholarship. On this subject, permit me to refer you to the regulations laid down by the Council of the training school at Whitelands.*

"You will readily see that the principle of competition was announced in the Minute originally establishing Queen's scholarships, if you will have the goodness to refer to the passages marked in the enclosed copy of the Minutes of 1846, page 5.†

Queen's Scholarships to be obtained by competition.

"Their Lordships, in agreeing to provide the stipends of apprentices, have always understood, and acted upon the understanding, that their residence and attendance at the elementary schools where they are

* WHITELANDS TRAINING SCHOOL.—Regulations for admission of Students (extracted from *National Society's Monthly Paper*, June 1851, p. 168.)

I. Queen's scholars will be admitted free of charge for the first year.

II. Any Queen's scholar obtaining a certificate at the end of her first year will be free of charge for the second year.

III. All other students will be required to reside for a period of two years, and to pay 20*l.* per annum, subject to the following exceptions:—

1. Any person above the age of nineteen years, bringing good testimonials, and submitting to an examination by the chaplain, the result of which is reported to the Council as satisfactory, may, with the special permission of the Council, be allowed to complete her period of training in a single year, provided she offer herself for examination in or before December in each year, and come into residence in the following January.

2. A limited number of exhibitions will be offered for competition, of the value of 10*l.* per annum each, thereby reducing the charge of the successful candidates to 10*l.* per annum.

All applicants for these exhibitions must satisfy the Council that they are unable to pay 20*l.* per annum for two years, and must offer unexceptionable testimonials as to their moral and religious character, and the progress they have made in their education. Application must be made to the Secretary in the middle of the month of December; and an examination to determine the merits of the several candidates will be held at Whitelands during that month in each year. The successful candidates will be required to come into residence in the following January.

† "It appeared further expedient to their Lordships, that the Lord President should authorize one or more of Her Majesty's Inspectors, together with the Principal of a normal school under inspection, to submit to his Lordship, from among the pupil teachers who had successfully terminated their apprenticeship, a certain number of those who, upon competition in a public examination, to be annually held by such Inspectors and Principal in each Inspector's district, might be found most proficient in their studies and skilful in the art of teaching, and concerning whose character and zeal for the office of teachers the Inspector of the district could give the most favourable report.

"That the Committee of Council on Education, on comparison of the testimonials and examination papers of these apprentices, should award, for as many as they might think fit, an exhibition of 20*l.* or 25*l.* to one of the normal schools under the inspection of Her Majesty's Inspectors.

"That the pupil-teachers to whom such exhibitions should be awarded, should be thenceforth denominated 'Queen's Scholars.'

"That the exhibition should be liable to be withdrawn if the Principal of the training school should be dissatisfied with the conduct, attainments, or skill of the 'Queen's Scholar.'"

engaged will, to the end of the apprenticeship, be interrupted only by the usual vacations or unavoidable causes."

Unsuccessful candidates to return to and complete apprenticeships.

"Their Lordships must finally and absolutely decline to break in upon the fifth year's apprenticeship, further than has already been sanctioned. Pupil teachers who do not obtain Queen's scholarships, pursuant to the Minutes of 1846, must return to their several schools and complete their apprenticeships, as the only condition on which any portion of the fifth year's payment can be allowed."

Period for awarding Queen's scholarships.

"The entire period of five years service is due from a pupil teacher to his elementary school. My Lords must decline to abridge this period otherwise than has been already sanctioned, viz.

(a) By the pupil teachers anticipating the examination of one of the later years of his apprenticeship.

(b) By the awarding to him of a Queen's scholarship in the course of his fifth year.

"Their Lordships can award Queen's scholarships at no other time than at the Christmas examinations, nor for any other period than for the years then about to commence. They cannot allow a grant to training schools in lieu, or in compensation, of Queen's scholarships for years of residence (see Minutes 1850-1, p. 1. xci.) which do not fulfil the conditions of such scholarships.

"Their Lordships desire it to be understood, generally, that in their opinion the regulations affecting these grants are already quite as complicated as is compatible with practical administration, and that the permission of competing in the course of the fifth year for a Queen's scholarship appears to them to be sufficient by itself to meet objections grounded on the interval which must often elapse between the end of the fifth year and December."

(SERIES. No. II.)

REMOVAL OF QUEEN'S SCHOLARS FROM TRAINING SCHOOLS BEFORE EXPIRATION OF THEIR SCHOLARSHIPS.*

Committee of Council on Education,

Privy Council Office, Downing-street,

— October 1851.

SIR,

I am directed to forward, for the information of the authorities of the ——— Training School, the enclosed copy of official correspondence relating to the position of Queen's scholars in training schools under inspection.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Principal of the

Training School.

* The names in this case (which are immaterial to the general point in question) are purposely omitted.

(No. 1.)

SIR,

W——— School, 18 August 1851.

I beg to inform you that having been appointed master of the R——— National School, I have resigned the situation of master of the W——— School; and that my brother A.C., Queen's scholar at ———, was on the 16th instant unanimously elected to succeed me. My scholastic duties will terminate at W——— September 6th, and commence at R——— September 8th. I humbly beg that the Committee of Council will sanction my removal and confirm the appointment of A.C. as my successor.

I am, &c.

(Signed) ARTHUR C.

To the Secretary

Committee of Council on Education.

(No. 2.)

Committee of Council on Education,

SIR, Privy Council Office, 21 August 1851.

With respect to your brother's appointment as your successor, my Lords will communicate with the managers of the ——— Training School. As at present informed, their Lordships are not prepared to sanction the removal of a Queen's scholar before the close of his first year's residence in the training school to which he has been admitted.

I have the honor to be, &c.

To Mr. Arthur C.

(Signed) HARRY CHESTER.

(No. 3.)

Committee of Council on Education,

REVEREND SIR,

Privy Council Office, 21 August 1851.

I am directed to forward the enclosed copy of a letter (No. 1), which Mr. Arthur C., late master of the W———, but now of the R——— National School, has addressed to their Lordships, and to inquire whether the authorities of the ——— Training School have sanctioned A.C.'s appointment as master of the W——— National School. If so, my Lords would desire to know whether it is proposed that A.C. shall leave the training school before the end of his first year's residence in that institution.

I have the honor to be, &c.

(Signed) HARRY CHESTER.

To the Reverend the Principal,

——— Training School.

(No. 4.)

——— Training School,
23 August 1851.

DEAR SIR,

I was about to write to the Secretary of Privy Council on the subject of A.C.'s proposed removal, which has only just been announced to me, and which, as at present advised, I cannot but consider as an undesirable precedent.

I have no power to *sanction* such an arrangement, but shall lose no time in laying the question before the authorities of the institution.

Meanwhile any instructions with which I may be favored from Privy Council will be thankfully received.

I am, &c.

(Signed)

H. Chester, Esq.

Principal.

(No. 5.)

Committee of Council on Education,

Privy Council Office, 26 August 1851.

REVEREND SIR,

Adverting to your letter of the 23rd instant, I am directed to forward to you herewith copies of a letter notifying the appointment of A. C. as master of the national school at W——, and of their Lordships reply to it.

The conduct of A. C. is so completely at variance with the terms and objects on and for which Queen's scholarships are awarded, that my Lords consider it necessary to mark their disapprobation in a decisive manner.

I am to express a hope that in this course their Lordships will be assisted by the co-operation of the governing council of the —— Training School. It is obvious that the promoters of training schools, as institutions essential to every scheme of public education, have the strongest reasons to withstand a precedent which is calculated to have the effect of discrediting their importance, and superseding their action, even in cases where the difficulties arising from inadequate means cannot be pleaded.

I have the honor to be, &c.

(Signed)

R. R. W. LINGEN.

To the Reverend the Principal, —— Training School.

(First Enclosure in No. 5.)

SIR,

W—— 25 August 1851.

A. C. has been appointed by the committee of this school to succeed his brother Arthur, who is about to remove to R——.

You are aware that A. C. is at present a student (and Queen's scholar) at ——.

I hope this circumstance will not prevent his accepting that office to which he has been appointed; I much regret that he should be withdrawn from the training school, but though young in years he is old in character; I know no one to whom I could confide the care of a school with more perfect confidence; he is greatly respected in this town, and he possesses much moral influence.

Our school re-opens on Monday next, after the Midsummer vacation, and it is arranged for A. C. to preside as master.

I am, &c.

(Signed)

Correspondent on behalf of the

W—— National School.

To the Secretary,

Committee of Council on Education.

(Second Enclosure in No. 5.)

Committee of Council on Education,

Privy Council Office, 26 August 1851.

REVEREND SIR,

I have the honor to acknowledge the receipt of your letter, dated the 25th August 1851.

I presume that Mr. Arthur C. has communicated with the managers of the W ——— National School his letter of the 18th instant (No. 1), and the reply to it from this office of the 21st (No. 2).

A. C.'s withdrawal from the training school of ——— before the expiration of the year for which his Queen's scholarship was granted to him is in contravention of their Lordships regulations, and of the wishes of the principal.

I am directed to inform you that the Committee of Council will therefore be unable to sanction the transfer of the pupil teachers in the W ——— National School to A. C., or to allow him the benefit of a certificate of merit should he desire hereafter to obtain one, if he persist in the present arrangement.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Reverend the Correspondent
on behalf of the W ——— National School.

(No. 6.)

DEAR SIR,

——— Training School,
27 August 1851.

I have to acknowledge the receipt of your letter relative to A. C., the Queen's scholar, which decides the matter in a manner entirely conformable to my own views, with which I doubt not the opinion of the Council will entirely coincide.

I am, &c.

(Signed) ———

R. R. W. Lingen, Esq.

Principal.

(No. 7.)

SIR,

W ———, 30 August 1851.

On the receipt of your letter of the 26th instant, I called together the committee of this school; and we have succeeded in obtaining a temporary assistant in Mr. G. R., the last master of R ——— School, until Christmas next, when we hope nothing will interfere to prevent A. C. becoming master of the W ——— National School; we know him well, and can thoroughly depend upon him, and his acquirements are quite equal to the post.

I am, &c.

(Signed) ———

Correspondent on behalf of the
W ——— National School.

To the Secretary Committee of
Council on Education.

(No. 8.)

Committee of Council on Education,

REVEREND SIR,

Privy Council Office, 11 September 1851.

I have the honor to acknowledge the receipt of your letter dated the 30th of August 1851.

I am directed to inform you that their Lordships have much pleasure in learning the decision of the school committee.

My Lords presume that A. C. will return to ——— Training School, and complete the term of his Queen's scholarship.

I have the honor to be, &c.

(Signed) HARRY CHESTER.

To the Reverend the Correspondent
on behalf of the W ——— National School.

EXTRACTS FROM CORRESPONDENCE RELATING TO CONDITIONS
ATTACHED TO CERTIFICATES OF MERIT.

Sir, Preston, 27 June 1851.

Salary paid
out of en-
dowment
not taken
into account
to meet aug-
mentation
grant;

Will you kindly take the trouble to acquaint me with the reasons why the Committee of Council disallow funds derived from any permanent endowment being taken into account in estimating the stipends paid to a certificated teacher by the school managers.

I am, &c.

(Signed)

W. J. KENNEDY,
H.M.'s Inspector of Schools.

To the Secretary of the Committee of
Council on Education.

Reply to foregoing Letter.

Committee of Council on Education,

REVEREND SIR, 2 July 1851.

Reasons
why.

I have the honor to acknowledge the receipt of your letter of the 27th ultimo.

In reply to your inquiries, I am directed to state generally that the Education Grant is voted by Parliament in aid of voluntary contributions, being intended to cover that portion of the field of public instruction for the labouring classes which is unoccupied by any existing provision. From this explanation of the object of the Grant, you will at once perceive that no portion of it could consistently be awarded in direct support of an endowment. The rule of administration, therefore, in the case of Augmentation Grants, is not exceptional, but in accordance with a common principle.

Your inquiry has probably been suggested by the fact that the same question does not arise in the case of pupil teachers, and that the apprenticeship of pupil teachers has been sanctioned by their Lordships in endowed schools. The cases, however, are not parallel.

If you will be good enough to refer to the Minutes of 1846, you will observe that the public stipend of a pupil teacher is assumed to constitute his sole allowance, but that the Augmentation Grant of a certificated schoolmaster requires to be met by a corresponding provision of salary on the part of the trustees or managers of his school. In a case where the question of contribution to meet a grant by their Lordships is thus directly raised, such contributions must be ascertained to be derived from the only sources recognized, viz., those which are voluntary in character, and additional to existing provision—in other words, from subscriptions and school fees.

I have the honor to be, &c.

(Signed)

R. R. W. LINGEN.

To the Rev. W. J. Kennedy,
H. M. Inspector of Schools, &c.

Circular Letter to Her Majesty's Inspectors.

Committee of Council on Education,
Privy Council Office, Downing-street,
8 August 1851.

SIR,

I beg leave to enclose 100 copies of a circular (No. XXXI.), which you may find it convenient to address to certificated teachers, or to managers of schools, where such teachers are employed, in your district.

The same information is now communicated from this office to every teacher who is admitted to attend an examination for certificates of merit.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Results of re-examination of certificated teachers, whether successful or otherwise, to supersede previous examinations.

Enclosure referred to in foregoing Circular.

SIR,

I am anxious to bring under your notice the rule adopted by the Committee of Council in cases where certificated teachers offer themselves for re-examination with a view to obtain a higher position in the calendar.

Teachers who already hold certificates of merit are admitted to re-examination only on the distinct understanding that, if they fail to reach the standard fixed for the lowest certificate, or if they do not obtain so high a position in the subsequent as in the preceding examination, in either case they will be called upon to place the certificates which they hold in their Lordships' hands, to be exchanged, endorsed, or cancelled, as the case may require.

All pecuniary advantages resulting from a certificate of merit will be regulated, as regards increase, diminution, or forfeiture, by the result of the last examination.

I have the honor to be, &c.

H. M. Inspector of Schools.

Committee of Council on Education,
Privy Council Office, Downing-street,
9 August 1851.

REVEREND SIR,

I have the honor to acknowledge the receipt of your letter dated 1 August 1851.

I am directed to inform you that their Lordships annual grants to training schools on account of students in them who obtain certificates of merit have always been distinguished in the same proportion between male and female students as those observed in regard to Queen's scholars. Females are more cheaply boarded than males, and require less advanced instruction.

Distinction to be made between amounts granted to male and female Queen's scholars.

Queen's scholars are not rendering service in a training school; and therefore whatever payments they may receive during their studentship cannot be measured against payments which (partly in the nature of wages) they receive as pupil teachers.

It is quite certain that the Committee of Council will not consent to remove the present distinction of value between male and female Queen's scholarships.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Reverend A. W. Brown,
6, Henderson-row, Edinburgh.

*Extract from a Letter from the Committee of Council on Education,
dated 31 December 1851.*

Nature of
salary re-
quired to
meet aug-
mentation
grants.

I am directed to inform you that the mistress of the girls school has complained that the grant paid in augmentation of her salary has been made the occasion of discontinuing an allowance of 16*l.* per annum which she had previously received as organist.

Their Lordships are concerned with such questions only to the extent stated in their Minutes of 1850-51, pp. lxxxvi-vii; in pursuance of which, they would consider that the *minimum* salaries required to meet their several augmentation grants are paid for teaching only, and that no other services are to be compulsory on the master or mistress receiving such salaries; *e.g.*, if a schoolmistress' augmentation grant of 10*l.* were met by a minimum salary of 20*l.*, with a residence rent-free, the Committee of Council would not regard the requisite conditions as fulfilled if the teacher (against his or her consent) were required to act as organist in a church or chapel without further remuneration.

Probationer
in Scottish
Presbyte-
rian Church.

SIR,

Edinburgh, 3 September 1851.

May I take the liberty of asking if their Lordships consider the circumstance of a man being a probationer in any of the Scottish Presbyterian Churches, as a disqualification for his receiving Government aid?

I have the honor to be, &c.

(Signed) ROB. S. CANDLISH.

The Secretary of the Committee of
Council on Education.

Reply to foregoing Letter.

Committee of Council on Education,
Privy Council Office, Downing-street,
6 September 1851.

REVEREND SIR,

I have the honor to acknowledge the receipt of your letter of the 3rd instant.

Apparently
ineligible to
receive
"Augmen-
tation
Grant."

With reference to the last question in your letter, I am directed to request your attention to the extract from the official correspondence of the Committee of Council, printed at pp. xciii.—xciv. of their Minutes for 1850-1, concerning Wesleyan Local Preachers.

My Lords are not sufficiently acquainted with the status of a probationer in the Presbyterian Church to say how far he falls within the terms of that extract; but they deem it of the utmost importance to guard the principle which is involved with much jealousy; and they would not be disposed to consider doubtful cases favorably. *Primâ facie*, it would appear to be unreasonable that a man who has made up his mind to follow, and is, perhaps, on the eve of entering upon, a vocation, to which the Parliamentary grant does not apply, should, in the mean time, rank himself according to his temporary position, and not according to his purpose. Such a person in the receipt of an augmentation grant can hardly be taken to be fulfilling the intention of the Legislature, which meant such grants to be for the encouragement of schoolmasters in the pursuit of their profession.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Rev. Rob. Candlish, D.D.
Edinburgh.

EXAMINATIONS FOR CERTIFICATES OF MERIT.

CORRESPONDENCE RELATING TO TEACHERS DETECTED IN COPYING FROM BOOKS, OR IN ASSISTING EACH OTHER.

(EXTRACTS No. 1.)

SIR, Council Office, 12 April 1849.
 I BEG leave to inform you that _____, master of the _____ National School, (correspondent Rev. _____,) was detected this morning in the act of reading under the table Sullivan's Geography at the time when the examination in geography was going on.
 Having myself taken the book out of his hand, I directed him to leave the room, and informed him, in the presence of the other candidates, that the managers of his school would be informed of the circumstance.
 Your obedient servant,
 (Signed) HENRY MOSELEY.
 H. M. Inspector of Schools.
 The Secretary of the
 Committee of Council on Education.

Committee of Council on Education,
 Council Office, 13 April 1849.
 REVEREND SIR,
 I HAVE the honor to acknowledge the receipt of your letter of the 12th instant.
 I am directed to inform you that my Lords have communicated your report upon the conduct of the master to the managers of the _____ National School.
 I have the honor to be, &c.
 (Signed) R. R. W. LINGEN.
 The Rev. Henry Moseley,
 H. M. Inspector of Schools, &c.

Committee of Council on Education,
 Council Office, 26 April 1849.
 REVEREND SIR,
 I HAVE the honor to acknowledge the receipt of your letter of the 23rd instant.
 I am directed to inform you that their Lordships will not regard it as consistent with their public duty to admit _____ to any examination for certificates of merit which may be held before Easter 1852. The disgraceful conduct of this candidate, which imposed upon H. M. Inspector the painful duty of dismissing him from the recent examination, is of such a nature that their Lordships would feel themselves wholly unjustified in recommending him to the public by one of their certificates for employment in his profession, until they were satisfied that by a long course of good behaviour, duly attested, he had given evidence of dispositions and principles more in accordance with the character of one who seeks to be a guide and example to the young. It is with regret that I am obliged to remind you that this breach of good faith has been deliberately committed on the most public occasion.
 If at the expiration of the period mentioned my Lords receive from the managers under whom he has been in the meantime employed a certificate of uniform good conduct in the discharge of his duties, they will not be unwilling to overlook the past. He must not, however, expect any earlier restoration to their Lordships confidence.

I have the honor to be, &c.
 (Signed) R. R. W. LINGEN.
 To the Correspondent
 of the _____ School.

(EXTRACTS No. 2.)

SIR,

Preston, 8 May 1850.

I HAVE to inform you that one of the candidates at the late examination for certificates at Preston was accused of copying or attempting to copy. Upon investigation it appeared certain that she took a slip of paper out of her pocket or basket with dates upon it. Thus much she does not deny. The person of whom I speak is mistress of the _____ School. I shall be much obliged if you will inform me what my Lords decision is in this case.

I have the honor to be, &c.

(Signed) W. J. KENNEDY.

H. M. Inspector of Schools.

To The Secretary of the
Committee of Council on Education.

Committee of Council on Education,

Council Office, 29 May 1850.

REVEREND SIR,

I WAS directed to defer replying to your letter of the 8th instant, respecting _____, until the result of the recent examination had been ascertained.

I have now the honor of replying to that letter, and to your letter of the 25th upon the same subject.

It is with extreme regret that their Lordships are compelled to refer you to the case of _____ (*preceding Extracts No. 1.*) The correspondence in that case was communicated to Her Majesty's Inspectors by a circular dated 28th April 1849. Their Lordships will not be able to act otherwise in the present case, and it is probable that their decision may best be communicated verbally when you visit the school, which you are about to do. Their Lordships will be anxious so to arrange matters as that the apprentices may suffer no loss for their past services, but they cannot continue to recognize their apprenticeship to _____, nor to pay to her any gratuity or augmentation until after a period of probation extending to Easter 1853.

I have the honor to be, &c.

The Rev. W. J. Kennedy, (Signed) R. R. W. LINGEN.
H. M. Inspector of Schools.

(EXTRACTS No. 3.)

SIR,

22 August 1851.

I AM just in receipt of a letter from a friend of mine, informing me that my name is not included in the list of candidates who have succeeded in obtaining certificates of merit.

I must say that I was not fully prepared to receive these disconsolate tidings, having indulged in the hope of receiving some kind of a certificate from their Lordships.

Without being guilty of egotism, I think I can confidently say that all the questions proposed to me were correctly answered, save those in mathematics, and one or two in history.

I find, however, the names of some who have succeeded, although they did not fill up three papers to my number; and again, I find that there is one candidate included in the successful list, whom I had the honor frequently at his examination of putting right in orthography. I do not name these things from any feeling of resentment; only, I think it rather too bad to confer honours upon those who are inferior to myself.

After all, may I ask, Have not my papers been overlooked? May I trouble you to let me know something about the matter at your earliest convenience.

I have the honor to be, &c.

(Signed) _____

To the Secretary of the
Committee of Council on Education.

SIR, Committee of Council on Education,
Council Office, 26 August 1851.

IN reply to your letter of the 22nd instant, I am directed to inform you that the result of your examination for a certificate of merit was communicated to the managers of the above-named school in a letter (Form xxv.) dated the 9th August 1851, of which the enclosed is a copy. It is with surprise that my Lords gather from your statement that you have not received the annexed letter, which the correspondent of the school was requested to detach and deliver to you.

With respect to your assertion, that "there is one candidate included in the successful list whom I had the honour frequently at his examination of putting right in orthography," I have to inform you that the conduct which you there ascribe, not only to the successful candidate alluded to, but also to yourself, is of a nature to require (in the absence of a satisfactory explanation) the severest animadversion, which will not fail to be made.

I am, &c.

To Mr. _____ (Signed) R. R. W. LINGEN.

SIR, 27 August 1851.

I BEG leave to acknowledge the receipt of your communication, which duly came to hand per this morning's post.

The one sent to our Secretary only reached me on Saturday morning last.

I am exceedingly obliged to you for the paper which refers to the defect of my last examination, as also the kind letter* which invites me to make another attempt. If I am spared I purpose to improve myself in those branches in which I am said to have failed.

You will pardon me for alluding in a very incautious manner to persons in my last.

* Notice is given to the correspondents of schools from which unsuccessful candidates have presented themselves in the following Form (xxv.), which is here alluded to.

FORM No. XXV.

School.
Committee of Council on Education,
Privy Council Office, Downing Street,

SIR,

As the teacher of your school was recently a candidate for a certificate of merit, I am directed to forward to you the accompanying list of the candidates who succeeded in obtaining certificates upon that occasion, and I am to request that you will have the goodness to detach the annexed letter, and give it to your teacher.

I have the honor to be, &c.
(Signed) _____

To the _____

Correspondent of the _____ School.

Letter to Teacher (annexed to the foregoing).

Committee of Council on Education,
Privy Council Office, Whitehall,

SIR,

I AM directed by the Lord President of the Council to inform you, that, although their Lordships have been unable to grant you a certificate on this examination, they hope that your present failure will only stimulate you to increased diligence, both in your own studies and in the improvement of your school, so that on another trial their Lordships may have the pleasure of rewarding your perseverance.

I am, &c.

(Signed) R. R. W. LINGEN.

To _____

Master of the _____ School.

The season of excitement or disappointment is not the proper period for action nor for sound judgment, and I am very sorry indeed that anything broaching upon personalities has been adverted to.

With many thanks for your prompt reply, and kind regards,

I have the honor to be, &c.

(Signed) _____

The Secretary of the
Committee of Council on Education,
Privy Council, Downing Street.

Committee of Council on Education,
Council Office, 6 September 1851.

SIR,

REFERRING to your letter of the 27th ultimo, I regret to inform you that you cannot be admitted to any future examination for a *certificate of merit* until your conduct at the last has been fully explained.

I am, therefore, to request that you will furnish me with the name of the successful candidate whom you state yourself to have prompted.

I am, &c.

To _____

(Signed) R. R. W. LINGEN.

SIR,

8 September 1851.

IN reply to yours of the 6th instant, I beg to say that I decline furnishing you with the name of the "successful candidate" whom I am "said to have prompted."

What I did at the last examination was done from pure kindness, and the allusions made in my first were never intended to vilify my neighbours, but rather to vindicate my own character, by simply comparing what I had done with theirs.

The offence (if it deserves that appellation) is not worth mentioning, and might have been easily overlooked and forgiven.

I have the honor to be, &c.

The Secretary of the _____ (Signed)

Committee of Council on Education,
Privy Council Office.

Committee of Council on Education,
Council Office, 19 September 1851.

SIR,

I HAVE to acknowledge the receipt of your letter, dated the 8th of September 1851.

I am directed to inform you that the offence of which you have been guilty is one which, in their Lordships opinion, implies very grave delinquency. They have accordingly visited it in every case (I am happy to say that very few such cases have occurred) with the penalty of exclusion, for the space of three years, from all participation in the benefits of their Minutes.

I am also to inform you that you are the first individual who has been found to justify or excuse such conduct, or who has failed to own that he has thereby lent his efforts to lower the character of his profession.

Their Lordships are engaged in the endeavour to raise your class to public esteem and confidence. For this end they seek to discover, and to reward by public certificates and emoluments, those members of it who possess qualifications adequate to their duties.

* Candidates who are guilty of affording and receiving clandestine assistance upon such occasions deceive and (so far as emoluments depend upon certificates) defraud the public. Such conduct implies, if not deliberate dishonesty, at least so low a sense of honour and duty, and is so injurious

to more scrupulous candidates, and to the respectability of teachers generally, as to call, when detected, for some effectual punishment.

I am, therefore, to inform you that copies of the whole of this correspondence have been sent to the managers of your school, and that it will not be in their Lordships power to continue their sanction to the engagement of the pupil-teacher who is apprenticed to you.

It must rest with yourself to determine whether, by continuing to withhold the name of the successful candidate, whom you state yourself to have assisted, you will oblige their Lordships to suspend the operation of their Minutes in your favour beyond the period fixed in similar cases.

I am, &c.

To Mr. _____ (Signed) R. R. W. LINGEN.

SIR, 29 September 1851.

I BEG to state that Mr. _____'s correspondence was submitted to the committee of the above schools last Tuesday evening, and that the gentlemen comprising it had but one opinion respecting Mr. _____'s conduct, and that was, that it was highly improper and offensive. It was, moreover, considered necessary that Mr. _____ should be informed the school-committee would not need his services after next Christmas, so that his connexion with the schools will cease at that time.

Of these particulars I expect the secretary has already informed you, and my object in making this communication is to state a few circumstances connected with Mr. _____'s case, with a view to relieve it, and to request that my Lords will have the kindness to reconsider it, and give him the benefit of what I mention.

I have seriously conversed with Mr. _____, and stated to him my own entire disapprobation of his conduct, and requested him freely and honestly to state to me the particulars of the case, and what amount of assistance he rendered to the successful candidate, &c., and I am happy to say that he does not attempt to justify himself, but expresses sorrow, and a willingness to inform me of the whole case.

It appears that all the assistance he rendered to the person he refers to in his letter was to the extent of assisting him to spell two words.

The other candidate said to him, "Mr. _____, how do you spell *necessity*?" and again, "Is the 's' repeated in the name *Manasseh*?" This, it appears, was the amount of the assistance he afforded the successful candidate in orthography.

Mr. _____, however, will have to endure a heavy penalty for his folly.

He is, undoubtedly, superior to many in his profession, and it will be to his serious disadvantage if their Lordships cannot hold out some encouragement respecting his obtaining a certificate hereafter.

If, therefore, under all the circumstances of the case, my Lords would have the kindness to reconsider their judgment, and permit Mr. _____ to try for a certificate at some future examination, I shall feel personally thankful on his account.

I have the honor to be, &c.

(Signed) _____

(Correspondent on behalf of
Mr. _____'s school.)

The Secretary of the
Committee of Council on Education.

Committee of Council on Education,
REVEREND SIR, Council Office, 4th October 1851.

IN reply to your letter of the 29th ultimo, I am to state that it is always painful to my Lords to have to take such a course as that which has been imperative upon them in the case of Mr. ———, and that they appreciate the kind spirit in which you have been led to make application on his behalf.

They certainly do not think it necessary to press Mr. ——— further for the name of the person whom he assisted, since the discrepancy between his own version of what he did (as given in his letter of 22d August, and as now stated by yourself,) would prevent my Lords from attaching credit to his testimony in a question so gravely affecting another person's character.

Their Lordships are willing to give Mr. ——— the benefit of having acted under impulse rather than deliberation. Such a consideration is far indeed from immediately clearing his character, but it may serve to justify my Lords in allowing him the opportunity of retrieving it.

The period of probation which has been named is not too long for the purpose, and it cannot be shortened. At the end of it my Lords would be happy to find by the certificates of competent judges that he has fairly recovered his position.

You will be sensible of the grave responsibility which would rest upon my Lords if, in the apprenticeship of pupil-teachers, or in awarding one of their certificates, they were to pass over any serious imputation which had become known to them upon a master's character.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Correspondent of
Mr. ———'s school.

FREE CHURCH IN SCOTLAND.

CORRESPONDENCE RELATING TO GRANTS TO TRAINING SCHOOLS.

Committee of Council on Education,
REVEREND SIR, Privy Council Office, Downing Street,
25 October 1850.

WITH reference to my letter of the 14th instant, I beg leave to request your careful attention to the enclosed file of correspondence, and particularly to the memorandum of an interview of a deputation from the Educational Committee of the General Assembly of the Free Church of Scotland, with the Lord President, on the 20th of March last. You will observe from the terms of his Lordship's reply on that occasion upon what points your inquiry is to be made.

You will naturally seek to obtain information from persons acquainted with training schools in Scotland which are conducted upon the same system as those in England, viz. the training school connected with the Established Church of Scotland.

My Lords feel sure that the authorities of these training schools will be disposed to afford you all the information in their power.

In this part of your inquiry you will do well not to act without the advice and assistance of Mr. Gordon, late Inspector of Schools connected with the Established Church, and at present Secretary of the Education Committee of the General Assembly.

In case yourself and your colleague should not agree about the insertion of any particular statement or opinion in your joint report, it should be separately appended with the signature of the inspector who offers it.

In the course of investigating the particulars mentioned in the correspondence, you will judge what value is to be attached to the fact that in training schools conducted upon the Free Church system the sums paid by the students for their board are expended by themselves, and do not

become, even temporarily, part of the funds of the institution, so as to charge the authorities with any responsibility for the outlay.

If the view thus indicated should lead you to consider the claims of the individual students as apart from the general claims of the training school, to the difference now made in amount between the grants in England and Scotland, it will be your duty to report whether such an outlay of the public money would, under the circumstances, be judicious, and in what manner it could best be made.

The correspondent of the Free Church Training School at Edinburgh is, James Fulton, Esq., Moray House; and at Glasgow, David Stow, Esq.

My Lords wish this inquiry to be commenced on the 4th of November, and that the result of it should be reported to them with the utmost dispatch which is consistent with care to ascertain and weigh all the requisite data.

I am to request that you will immediately put yourself into communication with Mr. Gibson, by addressing him at this office, and that you will fix with him the time and place of meeting and mode of procedure.

You should also, at an early period, agree to communicate with the Rev. Dr. Candlish, Convener of the Education Committee of the Free Church, by whom the correspondence has been mainly conducted.

I have the honor to be, &c.
The Rev. Henry Moseley, (Signed) R. R. W. LINGEN.
H.M. Inspector of Schools, &c.

Memorandum of Interview referred to in foregoing Letter.

On Wednesday the 20th of March 1850, the Reverend Dr. Candlish and the Reverend Dr. Claven, as a deputation from the Education Committee of the Free Church, had an interview with the Lord President of the Council, in relation to the allowance of annual grants to training schools in Scotland, where the students are not boarded on the same scale as in England, where the students are boarded.

The deputation adverted to the correspondence that had taken place in the summer of 1849, and to a further memorial presented by them in September of that year, and requested the Lord President not to decide upon their application without directing some competent persons acquainted with the system of training schools in England as well as in Scotland to inquire into the facts; assuring his Lordship, that, both as regards the expense incurred, and the labour and responsibility undertaken, according to the Scotch plan, they believed that they could satisfy the Committee of Council that their claims to equal grants with those awarded to English training schools were well founded. The Lord President stated that he should be unwilling to consent to an inquiry not likely to lead to any result, and therefore that any inquiry which he might direct must be founded on this assurance of the deputation, and must proceed to ascertain whether the expense and whether the organization of the Scotch training schools required as large funds and as much necessary superintendence on the part of the masters as was the case in England.

Joint Report by Her Majesty's Inspectors of Schools, Rev. H. Moseley and J. Gibson, Esq., in pursuance of foregoing instructions.

SIR, 28 February 1851.

IN compliance with the instructions of the Lord President communicated to us in your letter of the 14th October, we have placed ourselves in communication with the Rev. Dr. Candlish, the Convener of the Educational Committee of the General Assembly of the Free Church of Scotland, and visited the Free Church training schools at Edinburgh and Glasgow.

Having carefully perused the memorial of the Educational Committee enclosed with your letter, and the correspondence connected therewith, it appeared to us that the ground on which a lower scale had been affixed for the grants to training schools consequent on the certificates in Scotland than in England was,—

1st. That the English training schools, receiving their students as boarders, incurred greater expenses than the Scotch, which did not.

2d. That a more onerous task being undertaken by the English training schools, and a greater responsibility incurred, a different and a more expensive staff of officers was required in them.

To these it was answered by the memorialists,—

1st. That although the Scotch schools do not receive their students as boarders as the English schools do, yet that they claim of them a much less fee, and that the difference more than compensated for the expense of the board, so that in this respect they are placed on an equal footing.

2d. That in the Scotch schools the task undertaken by the rector and masters is equally onerous, and the responsibility as great as that of the corresponding officers in the English ones. That the arrangement by which the students reside in their own lodgings, frequenting the training school for instruction only, is more consonant to the usages of Scotland, and in their opinion more conducive to the end in view; and that practically as large and as responsible a staff of officers is employed, and as large an expense under that head incurred, in Scotland, as in England.

With a view to that comparison between the English and Scotch schools which these arguments suggest, and on which we are instructed to report, we have compiled the following Table, showing the expense incurred in each of the English training schools under inspection for tuition, and for board and other household expenses per head of the students.

College.	Number of Students for which the Average is taken.	Cost per Head of the Students.			
		Tuition, including Books, Stationery, Apparatus, and Printing.	Board and Household Expenses and Medical Attendance.	Rent, Rates, Taxes, Insurance, and Sundries.	Total.
		£	£	£	£
Battersea	64	21	26½	5½	53
Caermarthen	30	24½	31½	2	57½
Chelsea, St. Mark's	60	29	41	9	79
Cheltenham	37	28	17½	2	47½
Chester	* 90	18½	18	2	38½
Durham	15	14½	21	2	37½
York	47	23½	30½	4	58
Average of the seven colleges		22½	28	3½	54

* Including 36 boys of the middle school and 4 masters.

It appears from this table that the average annual expense of a student in the best training schools in England is from 50*l.* to 60*l.*, and that the cost per head for tuition, rent, rates, and taxes is about equal to that for board and other household expenses arising out of it. An estimate which your Lordships have been accustomed to adopt.

The average fee charged to the student in an English training school being 23*l.*, this sum might be considered, if it were *always paid*, nearly to cover the expense incurred for his board, so that the English training schools would have no claim, if that were the case, to be supplemented on the side of the board, but only of tuition. In that case the claim of the Scotch schools would stand exactly on the same footing as that of the English ones. But this is *not the case*. In many, and we believe in all of

the training schools, frequented by any considerable number of students, a large amount of the fees nominally payable is not paid.

Abatements of the fee are constantly found necessary, under one form or another, to secure the attendance of eligible students. At Battersea, for instance, such abatements were made to a very great extent when it was under the charge of its late principal, when it was most prosperous, and from the last report of the Caermarthen Training School it appears that while the quarterages of the students admitted to it during the seven quarters that it has been in existence amount nominally to 1,014*l.*, the sums actually paid by the students amount only to 432*l.*

From this Table then it appears that the fees paid by the students of the English training schools do not cover in the aggregate the expenses of their board, and that such institutions require to be supplemented both on the side of board and of tuition.

Our attention was next directed to the means and appliances afforded by the Scotch schools for the training of schoolmasters, as compared with those in England, and to a comparison of the expenses they thus severally incur.

The following are the officers employed in the Free Church Training School at Edinburgh :

1. A rector.
2. A vice rector (and classical tutor).
3. A mathematical master.
4. Lecturer on physical science.
5. Singing master.
6. Drawing master.
7. French master.
8. Matron.
9. Janitor.

Model school.

10. Second master.
11. Third master.
12. Fourth master.
13. Writing master.
14. Infant mistress.
15. Assistant.

The total amount of the salaries of these officers is 1,235*l.*, or, deducting those which are chargeable to the Model School*, which is self supporting, it is 842*l.* The incidental expenses amounted in 1849-50 to 209*l.*, making an aggregate of 1,051*l.* chargeable to the tuition of the students of the training school. The number of male students in training is 37, so that if these had been the only ones this would have been at the rate of 28*l.* 8*s.* per head for tuition, but there were 20 female students, whose cost for tuition would in England have amounted to less than half that of the males, rating them, therefore, for the purposes of this comparison, at 10, the charge per head upon the whole is reduced to 22*l.* 7*s.* It will be evident, by a reference to the Table at the commencement of this Report, that the Edinburgh Training School thus incurs scarcely a less expense in the tuition of its students than the average of the English training, and that notwithstanding the lower scale of charge on which tuition is generally placed in Scotland. But the Educational Committee are not satisfied with the salaries they have hitherto been able to give to their officers, believing them not to be sufficient to secure to them for any length of time the services of efficient men.

The Glasgow Training School owes so much to the gratuitous supervision of Mr. Stow, that, however successfully it might enter into competition with

* All the masters in the Model School are nevertheless charged with the instruction of the students in the art of teaching, and are paid higher salaries on that account.

others as to the *efficiency* of its course of tuition, it would be unfair to them to establish this comparison in regard to the *cost* of it.

The students select their own lodgings. A list of lodgings is kept for their convenience at each training school, but their selection is not limited to this list. A large proportion lodge with relations or friends. They are visited from time to time by the rector, usually in the evening, and unexpectedly, such visits being repeated probably 6 or 8 times (as we were informed) in the session of 6 months.

It has been ascertained that in 24 out of 37 of the houses in which the Edinburgh students reside there is family worship attended by the students, and generally conducted by them.

They visit the poor of the district in which the college is situated, as district visitors, proceeding on this errand two and two together once a week.

The rector considers it his duty to establish intimate relations, and to keep up a constant friendly communication with all. With a view to this, he invites them from time to time in parties of 8 or 9 to spend the evening at his house, so that each student visits him at least twice in the session. On Saturday a prayer meeting is held at the college.

Nothing short of a residence of some weeks in the institution could justify us in expressing an opinion how far that highest object of a training school which has reference to the formation of the moral and religious character of the teacher is here realized. This question being nevertheless raised by the fact, that, whilst on the one hand a diminished grant is given by their Lordships on the ground of non-residence, on the other hand, nonresidence is asserted by the memorialists to be an arrangement expedient for the objects of the institution, and conducive to the welfare of the students, we have not hesitated to record such facts as came to our knowledge bearing testimony, however indirectly, to a moral supervision exercised over the students.

The question, whether it is better that they should reside in the training school or not is one of great difficulty. Notwithstanding its apparent disadvantage, a great deal may be said in favour of nonresidence; and, although it appears less desirable for the class of students (the pupil-teachers) who are about to enter the training schools than those who have hitherto frequented them, yet, bearing in mind the information given us as to the religious observances of the families in which the Scotch students reside, and taking into account the usages of the people of Scotland, and the national character, we are not prepared to impugn the opinion of the memorialists, to the effect that this is *for them* the preferable arrangement.

Our attention having been directed by your letter to the bursaries by which the students of the Scotch training schools are partially maintained, we inquired, 1st, How far any such contributions were found necessary to secure the attendance of a sufficient number of students duly qualified; and, 2dly, Whether the actual bursaries were sufficient in number and amount for that object. On both these points we found no difference of opinion.

At the General Assembly's training schools at Edinburgh and Glasgow, which, in pursuance of the instructions of the Lord President, we also visited, we found that all the regular* male students were either boarded in the training school without the payment of any fee, or paid bursaries for their maintenance out of it; and we were assured by the authorities of those institutions that candidates for the office of schoolmaster cannot be obtained suitable in other respects, and also able to pay the fee.

* There is a class of occasional students who are allowed to attend for periods of not less than two months, who receive no bursaries. The time of residence for the regular students is one year and a half.

Mr. Gordon, the late Inspector for the General Assembly's schools in Scotland, thus strongly expressed his opinion on this point:—

"I am persuaded that no normal school in Scotland will be attended by a sufficient number of students for a sufficient length of time, unless they are maintained either in the institution or out of it at the expense of the normal school directors. They are too poor to pay themselves."

This opinion entirely coincides with the experience of the English training schools. Each bursary at the General Assembly's Normal School in Edinburgh is 10s. per week, and at Glasgow 8s. per week. The latter sum is about, however, to be raised to 10s., and it appears doubtful whether even this sum will be found sufficient.

That the bursaries at the Free Church training schools are insufficient in amount * seems to be proved by the fact, that, notwithstanding the efforts making for education, and the increasing demand for teachers, the number of candidates for admission is every year diminishing, and that a sufficient number (properly qualified) cannot in point of fact be got.

Under these circumstances, we beg respectfully to submit to the consideration of the Lord President, whether the remaining third of the grant for certificates claimed by the memorialists might not be appropriated to increase the bursaries of the Free Church training schools. We have the less hesitation in making this recommendation, as the grants to the Scotch training schools would thus be placed on the same footing as those to the English ones. The latter being understood to be made partly towards the expense of tuition, and partly towards that of *maintenance*. The expense of bursaries we consider to stand in the Scotch schools in the place of that of maintenance in the English ones.

We have the honor to be, &c.

(Signed) HENRY MOSELEY.

To the Secretary of the Committee of Council on Education.
JOHN GIBSON.

Extract from Letter to Secretary of Education Committee of General Assembly of Free Church in Scotland, dated 22 May 1851.

"Adverting to a letter from this office, addressed to Dr. Candlish, and dated the 14th of October last, to which he replied on the following day, consenting in the name of your Committee to the proposal made by their Lordships, I am directed, in pursuance of those communications, to forward the enclosed copy of the Report which has been made by Professor Moseley and Mr. Gibson, upon the rate at which the grants to your training schools, on account of certificated students, might be made.

"The Lord President is disposed to act upon this Report, so far as to advise the Committee of Council on Education to allow the full sums of 20*l.*, 25*l.*, and 30*l.* for every student in your training schools who, in the examination before Her Majesty's Inspector, in the upper, middle, or lower classes of merit respectively. The Lord President approves of the recommendation in the Report, that one third part of the amount thus allowable should be apportioned in students bursaries.

"It will be desirable, for many reasons, to identify these bursaries with Queen's scholarships.

* They are as follows:—

At Edinburgh. At Glasgow.

5 of £20	5 of £10
10 of 15	2 of 15
15 of 10	3 of 20

From these bursaries there is to be deducted the amount of the fee of 3*l.* 3*s.* paid annually to the training school.

"I beg leave, therefore, to request the attention of your Committee to the Minutes of the Education Committee of the Privy Council dated the 25th of July 1850 upon this subject.

"In addition to the proposition of Queen's scholars, which the Free Church training school will enjoy in common with the rest, my Lords propose to apply the third reserved from time to time upon the grants for certificated students in the same manner, *e.g.*, the third reserved in the grants awarded for certificates in 1851 will be appropriated for additional Queen's scholarships in 1852, and so on from year to year. The Queen's scholarships to be thus allowed will be additional to the proportion specified in the Minutes of July 1850; the allowance depending of course, in both cases, upon the presentation of a sufficient number of suitable candidates."

W. Gray, Esq.

(Signed) R. R. W. LINGEN.

38, York Street, Edinburgh.

Extract from Letter to Rev. Dr. Candlish, dated 27 August 1851.

"In reply to your letter of the 30th ultimo, I have the honor to inform you that, considering the stage which the apprenticeship of pupil-teachers, serving pursuant to the Minutes of 1846, has at present had time to reach, the Committee of Council will not refuse to order payment of the third reserved upon the grant for students certificated in 1850, irrespectively of the additional Queen's scholarships.

"Their Lordships are not disposed to depart from the principle of the scheme laid down in the letters of the 22nd of May and 26th of July 1851, further than to state that any such supplementary liquidation as that now made of the third reserved will be considered by the Committee of Council as merely provisional, and will not be allowed, except in relation to the number of pupil-teachers who may at the time be able to compete for Queen's scholarships."

(Signed) R. R. W. LINGEN.

The Rev. R. Candlish, D.D.,
Free Church Education Office,
38, York Place, Edinburgh.

FINANCIAL STATEMENTS, &c.

GENERAL SUMMARIES FOR THE YEAR 1851.

(No. I.)

SUMMARY of GRANTS awarded, by Committee of Council on Education, in aid of ERECTION or IMPROVEMENT of SCHOOL-BUILDINGS, from 31 December 1850 to 31 December 1851.

Denominations of Schools.	Number of Schools under each Denomi- nation.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid up to 31 Dec. 1851.	Not claimed before 31 Dec. 1851.
			£ s. d.	£ s. d.	£ s. d.
NATIONAL or CHURCH of ENGLAND Schools (<i>Elementary</i>) -	206	131,453	22,144 11 9	3,033 11 1	19,111 0 8
Ditto (<i>Normal</i>) -	2	-	2,200 0 0	200 0 0	2,000 0 0
BRITISH, WESLEYAN, and other PROTEST- ANT Schools, <i>not</i> connected with the Church of England	18	27,041	3,422 11 10	732 3 4	2,690 8 6
ROMAN CATHOLIC Schools (<i>Elemen- tary</i>) -	4	14,200	1,696 0 0	100 0 0	1,596 0 0
Ditto (<i>Normal</i>) -	1	-	1,400 0 0	-	1,400 0 0
Schools in SCOTLAND connected with the ESTABLISHED CHURCH	6	5,856	880 10 0	-	880 10 0
Schools in SCOTLAND <i>not</i> connected with the Established Church -	10	12,330	1,492 10 0	340 10 0	1,152 0 0
<i>Total</i> -	247	190,880	33,236 3 7	4,406 4 5	28,829 19 2

MEMORANDUM.

The period of eighteen months from the date of each award is allowed for claiming payment of Building-Grants. Grants for improvement or enlargement, *if exceeding 50l.*, may be claimed within twelve months; *if less than 50l.*, within six months from the date of the award. Beyond these periods the Committee of Council on Education do not hold themselves responsible for payment. From this arrangement it results that a great proportion of the grants for building, improvement, or enlargement, *paid* in each year, were *awarded* in preceding years.

The following Explanatory Table (A.) exhibits, under the foregoing heads, all the *payments made* between 31 December 1850 and 31 December 1851, including the foregoing sum of 4,496*l.* 4*s.* 5*d.*

EXPLANATORY TABLE A.

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.		
National or Church of England Schools -	173	£	s.	d.
Ditto Ditto (Normal) -	3	20,430	7	4
British, Wesleyan, and other Protestant Schools, <i>not</i> connected with the Church of England -	15	7,070	0	0
Roman Catholic Schools -	1	2,043	3	4
Schools in Scotland connected with the Established Church -	4	100	0	0
Schools in Scotland <i>not</i> connected with the Established Church -	9	974	0	0
<i>Total</i> -	205	31,481	0	8

The following Explanatory Table (B.) exhibits, under the foregoing heads, all the Building Grants (including from the first Table the sum of 28,829*l.* 19*s.* 2*d.*) *remaining unpaid*; and which, not having lapsed before 31 December 1851, may be claimed within the year now current, in addition to those awarded within the year now current.

EXPLANATORY TABLE B.

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.		Grants of 50 <i>l.</i> and upwards, for Improvements.		Grants under 50 <i>l.</i> , for Improvements.		Total.	
National or Church of England Schools (<i>Elementary</i>) -	147	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Ditto (Normal) -	2	23,107	4 4	1,523	15 6	610	16 2	25,241	16 0
British, Wesleyan, and other Protestant Schools <i>not</i> connected with the Church of England -	8	4,000	0 0	-	-	-	-	4,000	0 0
Wesleyan (Normal) -	1	2,101	12 6	60	0 0	15	16 0	2,177	8 6
Roman Catholic Schools -	4	7,000	0 0	-	-	-	-	7,000	0 0
Ditto (Normal) -	1	1,648	10 0	-	-	-	-	1,648	10 0
Schools in Scotland connected with the Established Church -	5	1,400	0 0	-	-	-	-	1,400	0 0
Schools in Scotland <i>not</i> connected with the Established Church -	13	586	10 0	-	-	-	-	586	10 0
Schools in England connected with the Established Church of Scotland -	1	1,911	0 0	-	-	-	-	1,911	0 0
Schools in England connected with the Established Church of Scotland -	1	221	0 0	-	-	-	-	221	0 0
<i>Total</i> -	182	41,975	16 10	1,583	15 6	626	12 2	44,186	4 6

The Parliamentary Estimate for Building-Grants, in each year, is calculated with reference to the three foregoing Tables.

(No. II.)

SUMMARY of GRANTS awarded in aid of purchase of Books and MAPS, at reduced prices, in Year ended 31 December 1851.

Denomination of Schools.	Number of Schools.	Amount of Grants.		
		£	s.	d.
National and Church of England Schools - -	408	1,216	13	2 $\frac{3}{4}$
British, Wesleyan, and other Protestant Schools <i>not</i> } connected with the Church of England - - }	79	267	3	4 $\frac{1}{4}$
Roman Catholic Schools - - - -	33	172	8	0 $\frac{1}{4}$
	520	1,656	4	7 $\frac{1}{4}$

Note.—There are 148 schools not included in the above summary (*viz.*, 106 Church, 34 Protestant Dissenting, 6 Roman Catholic, and 2 Colonial Schools) which have obtained orders to purchase books and maps at the reduced prices, without the assistance of any Grant. The total value of the works purchased is 7,226*l.* 11*s.* 10 $\frac{3}{4}$ *d.*; the difference (5,570*l.* 7*s.* 3 $\frac{1}{2}$ *d.*) between that sum and the amount of the Parliamentary Grants (1,656*l.* 4*s.* 7 $\frac{1}{4}$ *d.*) having been contributed from voluntary sources.

CLASSIFIED SUMMARY and BALANCE SHEET of all DISBURSEMENTS actually paid from EDUCATION GRANT, between 1839 and 8 August 1850, inclusive. (See Parliamentary Paper of 1851, House of Commons, No. 103.)

(a) The amount of accommodation in square feet, divided by 8, will give the number of children who can properly be accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis. The space of 6 square feet has been found, in practice, to be insufficient for the accommodation of each child.

(b) A fixed annual grant to the National Society since the year 1844.

(c) A fixed annual grant to the British and Foreign School Society since the year 1844.

(d) A fixed annual grant of £1000, payable to the Education Committee of the General Assembly since the year 1844.

Dr.							£	s.	d.	Cr.							£	s.	d.
To Parliamentary Grants	-	-	-	-	-	-	870000	0	0	By Grants to Schools	-	-	-	-	-	-	559217	12	9½
To Balance transferred from Grants to Treasury	-	-	-	-	-	-	22282	2	0	By Expenses of Administration	-	-	-	-	-	-	82323	1	10½
Repayment of Grants	-	-	-	-	-	-	416	18	8	By Balance in hand	-	-	-	-	-	-	251158	6	0
							<u>£ 892,699</u>	<u>0</u>	<u>8</u>							<u>£ 892,699</u>	<u>0</u>	<u>8</u>	

(No. IV.)

Continuation of foregoing Table, from 9 August to 31 December 1850, inclusive.

[illegible]

(a) The remainder of the Education Establishment is borne on the Council Office Grant. (See Miscellaneous Estimates, No. 2.)

(a) The remainder of the Education Establishment is borne on the Council Office Grant. (See Miscellaneous Estimates, No. 2.)
 (b) All Annual Grants on account of Pupil Teachers, or in augmentation of Teachers' Salaries, and all other Grants under 20*l.*, are paid by Post-Office-Orders, on which ordinary poundage is charged by the Post Office against the Parliamentary Grant; but, as the same sum appears in the receipts of the Post Office, this column does not represent any actual disbursement from the Public Funds.
 (c) Kneller Hall.

(c) Kneller Hall.

* In comparing these numbers with those given in the Table No. VI (Local Summary), it must be recollected that those persons only are included here *who have been actually paid within the time over which the Table extends*. There are, however, other persons borne on the Official Registers, in whose cases the conditions of payment have failed to be fulfilled, and others to whom no payments are at present due. For instance, no Masters or Mistresses receive stipend until twelve months after the date of their Certificates, their Schools having been in the meantime inspected; and no Pupil Teachers are paid any stipend until twelve months after their admission. Masters, Mistresses, and Pupil Teachers who have been certificated or admitted to apprenticeship since the 1st of January 1850, or who have failed to fulfil the conditions on which their payments depend, are therefore *not* included in the Table.

Dr.											<i>£</i>	<i>s.</i>	<i>d.</i>
To Balance in hand	"	"	"	"	"	"	"	"	"	"	251158	6	0
											<i>£</i> 251158	6	0

Cr.	£	s.	d.
By Grants to Schools	467	45	6 1
By Expenses of Administration	14	802	16 2
By Balance in hand	18	9610	3 9
	£ 251158	6	0

(No. V.)

Continuation of foregoing Table, from 1 January to 31 December 1851, inclusive.

[illegible]

(a) A fixed annual Grant to the National Society since the year 1844.

(b) A fixed annual Grant to the British and Foreign School Society since the year 1844.

(c) Kneller Hall (comprising the whole current expenditure).

(e) The remainder of the Education Establishment is borne on the Council Office Grant. (See Miscellaneous Estimates, No. 2.)

(b) A fixed annual Grant of 1000/- payable to the Education Committee of the General Assembly since the year 1844. The sum here entered includes an arrear due 15th of May 1850.

* In comparing these numbers with those given in the Table No. VI (Local Summary), it must be recollected that those persons only are included here *who have been actually paid within the time over which the Table extends*. There are, however, other persons borne on the Official Registers, in whose cases the conditions of payment have failed to be fulfilled, and others to whom no payments are at present due. For instance, no Masters or Mistresses receive an Augmentation Grant until twelve months after the date of their Certificates, their Schools having been in the meantime inspected; and no Pupil Teachers are paid any stipend until twelve months after their admission. Masters, Mistresses, and Pupil Teachers who have been certificated or admitted to apprenticeship since the 1st of January 1851, or who have failed to fulfil the conditions on which their payments depend, are therefore not included in this Table.

Dr.								£	s.	d.
To Balance carried forward	•	•	•	•	•	•	•	189610	3	9
To Parliamentary Grant	•	•	•	•	•	•	•	150000	0	0
To Repayments	•	•	•	•	•	•	•	182	12	2
								<u>£ 339792</u>	<u>15</u>	<u>11</u>

Cr.	£	s.	d.
By Grants to Schools	142229	8	9½
By Expenses of Administration	22084	8	10
By Balance in hand (i.e., up to 31 December 1851;†—date of last vote for Education being 15 July 1851)	175478	18	3½
	£ 339792	15	11

† The Balance in hand on 1st of April 1852 is 128,037*l.* 11*s.* 6½*d.* The particulars of the last Quarter's expenditure will form part of the next Annual Statement.

LOCAL SUMMARY (corrected up to 31 December 1851) showing, under each County, TOTAL NUMBER of SCHOOLS which have at any time received GRANTS for Building, Enlargement, or Improvement; of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES; of PUPIL TEACHERS (Boys and Girls) apprenticed, and in what year of apprenticeship.

N.B.—Every Pupil Teacher apprenticed since the 31st of December 1850 is entered under the first year; between the 31st of December 1849 and the 31st of December 1850, under the second year; and so on.

COUNTIES.	Schools built, enlarged, or repaired.		Number of Certificated		Number of Apprentices.													
	Number of Schools.	Number of Children for whom accommodation is provided, at 8 square feet each.*	School- masters.	School- mistresses.	Total.	1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.		
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
ENGLAND.																		
Bedfordshire	37	4288	2	-	2	7	-	3	2	5	3	3	7	1	-	12	8	
Berkshire	34	3967	4	-	7	2	-	4	4	4	4	7	7	7	1	22	14	
Buckinghamshire	45	4231	4	-	4	2	-	4	6	7	3	1	11	5	1	27	6	
Cambridgeshire	47	5521	4	1	5	21	10	17	8	14	8	7	22	25	10	33	22	
Cheshire	99	18519	15	3	17	11	5	20	7	20	9	21	4	8	5	99	48	
Cornwall	69	9384	14	3	9	6	4	9	5	10	6	8	11	2	-	37	30	
Cumberland	26	4616	7	2	9	11	6	9	11	12	8	16	7	10	6	55	19	
Derbyshire	61	8049	11	6	17	8	6	9	11	12	8	16	7	10	6	55	19	
Devonshire	91	11620	13	2	8	16	15	14	15	21	17	32	10	8	1	91	58	
Dorsetshire	47	4899	6	8	24	21	10	10	11	17	14	17	11	2	2	67	59	
Durham	70	9606	16	4	15	11	3	8	21	7	15	9	8	3	3	38	26	
Essex	100	11718	11	4	15	11	8	21	13	28	15	22	20	18	6	104	64	
Gloucestershire	115	15681	24	13	37	17	14	19	12	21	13	23	19	8	8	88	66	
Hampshire	115	14239	18	10	28	17	4	1	-	1	1	-	-	-	-	4	5	
Hertfordshire	25	2213	-	1	1	2	1	1	1	2	5	5	-	5	-	20	9	
Hertfordshire	54	6547	4	4	8	1	1	3	1	1	1	-	-	-	-	5	2	
Huntingdonshire	24	1964	1	-	1	16	7	14	9	17	13	24	9	9	9	80	47	
Kent	112	13747	16	10	26	95	81	110	78	104	43	87	35	21	17	417	254	
Lancashire	265	64737	94	47	141	3	1	9	2	12	-	2	1	-	-	26	4	
Leicestershire	52	6124	7	2	9	3	1	9	2	12	-	2	1	-	-	26	4	

* Calculations of area in Schoolrooms, as compared with the average attendance of scholars, should be made upon this basis. The space of six square feet has been found, in practice, to be insufficient for the accommodation of each child.

COUNTIES.	Schools built, enlarged, or repaired.		Number of Children for whom accommodation is provided, at 8 square feet each.		Number of Certificated		Number of Apprentices.										
	Number of Schools.	Number of Children for whom accommodation is provided, at 8 square feet each.	School-masters.	School-mistresses.	Total.	1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.	
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
ENGLAND—continued.																	
Lincolnshire	63	9139	11	3	14	13	4	5	5	13	6	15	1	3	1	49	17
Middlesex	135	32864	52	41	93	49	48	42	40	73	38	80	45	291	22	291	193
Monmouthshire	16	2407	5	-	5	3	3	3	3	16	1	-	-	-	-	32	9
Norfolk	93	10995	7	4	11	13	12	7	8	7	7	7	3	2	-	32	20
Northamptonshire	42	5977	1	1	2	3	3	1	2	6	7	7	4	-	-	14	16
Northumberland	38	4289	1	3	11	9	4	5	4	5	9	13	3	32	1	32	18
Nottinghamshire	37	7033	2	-	5	7	7	11	6	11	7	8	3	2	2	34	21
Oxfordshire	39	4061	3	1	4	7	7	6	3	1	1	2	-	1	1	16	12
Rutlandshire	5	1340	2	-	2	3	2	9	1	11	1	4	3	-	-	-	9
Shropshire	54	6739	8	2	10	17	7	15	13	28	18	3	4	6	2	69	44
Somersetshire	94	11163	10	4	14	26	14	32	23	29	9	9	13	5	3	101	62
Staffordshire	121	23960	21	8	29	26	14	32	23	29	8	14	10	8	1	36	33
Suffolk	78	8200	7	4	11	5	6	1	1	8	8	20	44	13	5	138	83
Surrey	81	15241	27	11	38	26	20	15	28	48	20	44	13	5	2	56	54
Sussex	80	11289	16	7	23	7	12	9	8	10	7	22	15	8	4	65	44
Warwickshire	67	14585	10	10	20	18	12	13	12	15	12	15	10	4	8	2	13
Westmoreland	7	641	2	-	2	1	1	2	2	-	-	3	-	7	-	13	40
Wiltshire	82	9811	12	10	22	8	11	7	7	11	14	19	16	4	1	34	14
Worcestershire	66	9708	9	8	17	6	11	11	5	9	5	8	1	-	-	84	14
Yorkshire	325	62360	105	38	143	57	46	84	60	124	62	157	69	61	27	483	264
Total	3011	472412	592	284	876	538	407	572	425	743	402	751	370	300	133	2904	1757
WALES.																	
Anglesey	15	1794	2	-	2	4	1	5	-	6	-	-	-	-	-	15	1
Brecknockshire	8	757	1	-	1	1	1	6	2	2	2	-	-	-	-	4	3
Cardiganshire	15	1347	1	1	2	5	8	4	4	4	-	-	-	-	-	8	3
Caernarvonshire	16	2087	3	2	4	9	6	12	-	4	-	2	-	-	-	17	8
Caernarvonshire	35	5425	6	1	7	8	6	11	4	1	-	2	-	-	-	23	10
Denbighshire	28	4447	6	-	6	2	4	9	3	3	1	4	-	-	-	23	5
Flintshire	18	3180	7	3	10	6	4	4	7	11	9	5	-	-	-	18	18
Glamorganshire	28	3478	9	9	18	7	1	4	4	7	3	3	2	1	-	28	19
Merionethshire	13	1077	5	-	5	6	-	4	-	2	-	2	-	-	-	14	-

COUNTIES.	Schools built, enlarged, or repaired.		Number of Certified		Number of Apprentices.									
					1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.	
	Number of Schools.	Number of Children for whom accommodation is provided, at 8 square feet each.	School-masters.	School-mistresses.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
WALES—continued.														
Montgomeryshire	15	1985	4	1	7	5	4	2	3	-	1	-	-	2
Pembrokeshire	22	3149	6	1	8	7	8	7	9	4	8	1	1	16
Radnorshire	2	139	1	-	-	1	-	1	-	-	-	-	-	1
Total	215	29865	51	18	61	69	68	30	46	16	22	3	2	76
ISLANDS.														
Guernsey	2	624	1	1	2	2	-	1	-	-	-	-	-	2
Jersey	3	487	-	-	3	-	1	-	-	-	-	-	-	2
Isle of Man	25	2867	5	1	2	6	4	7	13	5	12	1	1	32
Total	30	3978	6	2	7	8	5	8	13	5	12	1	1	19
SCOTLAND.														
Aberdeenshire	17	2088	10	1	2	11	10	8	6	3	-	2	-	14
Argyleshire	3	261	7	-	2	7	2	-	4	-	-	-	-	8
Ayrshire	18	2013	7	1	10	8	17	1	15	1	1	-	1	44
Banffshire	1	196	5	-	2	5	3	-	-	-	-	-	-	5
Berwickshire	3	240	8	-	2	8	5	-	5	-	-	-	-	14
Buteshire	1	75	1	-	-	1	-	-	-	-	-	-	-	-
Caitness-shire	1	138	2	-	1	2	-	-	-	-	-	-	-	1
Clackmannanshire	1	493	-	-	-	-	-	-	2	-	-	-	-	2
Dumbartonshire	2	216	4	1	11	5	1	-	1	-	-	-	-	1
Dunfriesshire	8	699	4	4	3	4	3	-	-	-	-	-	-	13
Edinburghshire	24	2764	33	6	26	39	19	9	20	16	11	5	9	79
Elginshire	1	100	1	-	2	2	2	-	1	-	-	-	-	5
Fife-shire	15	1167	4	1	5	5	11	1	25	-	5	-	-	64
Forfarshire	21	3652	20	4	18	24	27	6	18	2	7	1	2	72
Highlandshire	2	242	2	1	3	3	-	-	2	-	-	-	-	2
Hebribides (Isle of Mull)	2	94	-	-	-	-	-	-	5	-	3	-	-	15
Inverness-shire	8	991	7	-	4	7	3	-	-	-	-	-	-	-
Isle of Skye	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Kincardineshire	2	313	3	-	-	3	-	-	3	-	-	-	-	8

(No. VII.)

GENERAL SUMMARY of RESULTS OF INSPECTION for Year ended 31 October 1851.

* * The results given are not to be taken as complete accounts of each Inspector's District, being those of actual Inspection only, between 1 November 1850 and 31 October 1851.

The results given are not to be taken as complete accounts of each Inspector's District, being those of actual Inspection only, between 1 November 1850 and 31 October 1851.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
DISTRICTS.	Number of Schools actually inspected between 1 November 1850 and 31 October 1851.				Amount of accommodation, in square feet, in Schools enumerated in first column.*	Average number of children in attendance in Schools enumerated in first column.	Number of children present at examination in Schools enumerated in first column.	Number of Certificated Teachers in Schools enumerated in first column.	Number of Pupil-teachers in Schools enumerated in first column.	† PER-CENTAGE OF CHILDREN LEARNING														‡ PER-CENTAGE OF CHILDREN								§ PER-CENTAGE OF CHILDREN AGED																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
	Number of Schools, i.e., institutions held in separate Buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To sew or knit.	ARITHMETIC, AS FAR AS						WRITING				READING				7 and under.	8	9	10	11	12	13	14 and above.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
		Boys.	Girls.	Infants.															Mixed.	Fractions and Decimals.	Proportion and Practice.	Compound Rules, and Reduction.	Division.	Addition.	or Numeration Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.									Easy Narratives.	Letters and Monosyllables.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated.

† Per-centage taken on the Number present at Examination.

Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

The space of six square feet has been found, in practice, to be insufficient for the accommodation of each child.

‡ Per-centage taken on the number on the Books.

(No. VIII.)

AGGREGATE ANNUAL INCOME and EXPENDITURE, as stated by MANAGERS of SCHOOLS enumerated in Table No. VII.*

DISTRICTS.		ANNUAL INCOME.						Average Income per Scholar in Attendance.	ANNUAL EXPENDITURE.				Average Expenditure per Scholar in Attendance.
		From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-Pence.	From other Sources.	Total.		Salaries of Teachers.	Books and Stationery.	Miscellaneous Expenses.	Total.	
IN the COUNTIES OF—		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England Schools.	Berks and Wilts	293 14 9	1439 13 4½	207 17 5	1003 5 5½	199 8 8	3143 19 8	0 19 11½	2406 6 7	302 0 5½	673 5 7½	3381 12 8	1 1 5½
	Bedford, Buckingham, Hertford, and Middlesex	1836 12 5	10724 17 11½	4294 8 0½	6552 2 2½	2333 13 4½	25741 13 11½	1 6 9½	14544 6 7	2269 12 5½	8714 1 8	25528 0 8½	1 6 6½
	Gloucester, Hereford, Oxford, Warwick, and Worcester	1358 18 5	5169 0 8½	1834 2 1½	3947 13 5	432 0 11½	12741 15 8	1 3 5½	9611 18 9½	874 2 5½	3135 11 11½	13621 13 2½	1 5 0½
	York	1233 14 11	6892 1 9	2143 16 3	13949 18 5	1393 8 10½	25613 0 2½	0 13 11½	21104 4 7½	1722 19 6½	4497 6 4½	27324 10 7	0 14 10½
	Cornwall, Devon, Dorset, and Somerset	646 10 7	5198 12 0½	1074 9 10½	3281 16 6½	1471 17 5½	11673 6 6	0 15 8½	9100 0 9½	742 13 11½	2647 6 6	12490 1 2½	0 16 4½
	Cambridge, Essex, Huntingdon, Norfolk, and Suffolk	1991 13 3½	4341 15 7½	927 16 10½	3057 12 10½	1189 5 4½	11508 4 0½	0 16 0	8878 12 2	815 8 0½	2864 7 8½	12558 7 11	0 17 5½
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	1140 18 10	4050 7 9½	1020 8 2	4280 0 5	1429 15 3	11921 10 5½	0 17 7½	9748 11 10½	872 16 8½	1660 6 6½	12281 15 1½	0 18 1½
	Lancaster and the Isle of Man	548 2 5½	3366 0 4	2888 15 5½	6543 14 3½	568 16 11½	13915 9 5½	1 1 5½	10577 8 6	834 19 0½	2744 12 9	14157 0 3½	1 1 10
	Chester, Salop, and Stafford	1043 1 9½	4948 11 11½	2357 13 0	6692 6 9	1613 10 9	16655 4 3	0 18 1	13080 4 6½	1191 14 8	3141 1 7½	17413 0 9½	0 18 11
	Cumberland, Durham, Northumberland, and Westmorland.	1198 19 3	2906 10 5	535 1 4½	4389 5 7	660 7 7½	9690 4 3	0 14 10	7954 0 9½	559 12 8½	1659 0 5½	10172 13 11½	0 15 7
Scotland.	In Wales	678 11 3	2686 12 10½	158 7 6½	1747 11 4½	523 7 5	5794 10 5½	0 16 4½	5030 11 8½	380 14 3½	607 9 5	6018 15 5	0 17 0
	British, Wesleyan, and other Protestant Schools not connected with the Church of England; in the Southern and Western Districts of England, and in Wales	394 6 10	4130 13 6½	937 2 3½	6617 12 2½	1343 6 9	13423 1 7½	0 12 9	10392 8 7½	1091 3 7	2633 8 5½	14117 0 7½	0 13 4½
	British, Wesleyan, and other Protestant Schools not connected with the Church of England; in the Northern and Eastern Districts of England	486 11 7	5038 14 11	1250 12 4½	9750 3 0½	1039 12 4½	17565 14 3½	0 15 10½	13916 16 8	1378 14 6½	3128 15 11½	18424 7 2	0 16 7½
	Schools connected with the Established Church	2145 18 8½	2862 18 5	226 11 6	4931 1 11	377 8 3	10543 18 9½	1 1 0	8977 5 11	179 8 10	2016 3 7	11172 18 4	1 2 3
	Free Church Schools, and other Schools not connected with the Established Church	107 4 9	1050 14 0½	408 6 3½	5963 4 2	2099 7 3	9628 16 6	0 19 2½	8200 9 3	148 18 7	1384 2 8	9733 10 6	0 19 5
	Roman Catholic Schools in Great Britain	732 6 7	1166 16 0	760 8 6	1331 14 4½	691 6 11	4682 12 4½	0 13 11½	3263 5 6	663 13 4	1604 18 6	5531 17 4	0 16 6
Total		15837 6 5	65974 1 9	21025 17 0½	84039 3 0½	17366 14 3½	204243 2 6½	0 17 5½	156786 12 11	14028 13 3½	43111 19 9	213927 5 11½	0 18 2½

* The number of schools entered in Table No. VII is 2,310; but from 358 of these no sufficient returns of income and expenditure have been received. This Table (No. VIII) has been calculated, therefore, on 1,952 schools. The annual grants of the Committee of Council, being all appropriated to specific objects, do not affect the balance of general income and expenditure, which is here stated *exclusively* of such grants. The proportion which such grants bear to contributions from other sources appears (upon an average of 1341 schools) to be £94,881 to £164,940, or 57½ per cent.

(No. I.)

DETAILED STATEMENT of GRANTS awarded by Committee of Council on Education, in aid of ERECTION, ENLARGEMENT, or IMPROVEMENT of SCHOOL-BUILDINGS, from 31st of December 1850 to 31st of December 1851.

ENGLAND.

ABBREVIATIONS:—The letter *s.* denotes that Grant was awarded towards erection of School; *s.* and *r.*, towards both School and Teachers' Residence; *r.*, Residence alone; *e. s.*, Enlargement of School; *e. r.*, Enlargement of Residence; *i.*, Improvement of School-Premises; *p.*, Play-ground; *f.*, Fittings; *g.*, Gallery; *d.*, Drainage; *o.*, erection or Improvement of Outbuildings.

* * * N. signifies that the School is, or is to be, in connexion with the *National Society*; B., with the *British and Foreign School Society*; W., a *Wesleyan Methodist School*; and F.C., a *Free Church School in Scotland*.

Name of Place, Description of School, and Object of Grant (vide Note above).	Local Endowments.	Existing Schools having no Endowments.	Population of School-district.	Superficial Area of new School- rooms.	Total Estimated Expenditure.	Grants conditionally awarded by Committee of Council on Education.	
						Paid.*	Not yet claimed.*
BEDFORDSHIRE.				<i>sq. ft.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Wilden, N. * * (s. & r.)	Lands in the parishes of Wilden and Thurleigh, producing 44 <i>l.</i> per annum.	The present school, which has existed since the 22nd year of King James I.	453	810	460 0 0	..	101 5 0
BERKSHIRE.							
Lambourne, N. (s.) -	An endowment of 3 <i>l.</i> per annum, paid out of an estate belonging to Henry Hippeley, Esq., of Lambourne.	Only one dame-school.	2500	1272	734 14 2½	106 0 0	..
Uffington, N. (s. & r.)	An endowment realizing 63 <i>l.</i> a year, with a teacher's house, for the education of 12 boys of Uffington and Woolstone.	A girls' school -	1200	480	344 0 0	..	80 0 0
BUCKINGHAMSHIRE.							
Chesham, Infants' sch. N. (s.)	None - -	1 Church Sunday school, about 300 children; 2 do., Infants' schools, 190 children; Independent Sunday school; General Baptist do.; Particular Baptist do.; British Daily school, 100 boys.	5593	648	340 0 0	54 0 0	
Haddenham B. (s.) -	None - -	None - -	1600	858	199 14 4	70 0 0	..
Upton cum Chalvey N. (e. s.)	None - -	The present schools, and also a British school at Chalvey.	4000	1926	714 0 0	..	290 15 0
CAMBRIDGESHIRE.							
Cambridge, St. Paul's, N. (r.)	- - -	- - -	..	..	520 0 0	..	100 0 0
Do. - N. (f.)	- - -	- - -	..	..	83 18 0	55 18 0	..
Whittlesey, N. (s. & r.)	15 <i>l.</i> a year left by Mr. Kelfall for the education of 14 boys, who are now taught in the National school.	Girls' National sch., rebuilt and enlarged 1849 (aided by Committee of Council); Boys' National school proposed to be rebuilt and enlarged; Contes' chapel daily and Infants'; Ponders Bridge do. do.	8000	1548	1010 0 0	..	200 0 0

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						Paid.*	Not yet claimed.*
CHESHIRE.							
Castle Hall, N. (s. & 2 r.)	None - -	A Daily school for the poor is held in a building known as "the Temper- ance Hall."	6000	3282	1887 5 0	£ s. d. ..	£ s. d. 600 0 0
Frodsham, N. (s.) -	40% a year belong- ing to the Gram- mar school for boys.	Grammar school ; Girls' National school ; and a Wes- leyan mixed sch.	3189	882	288 0 0	..	78 10 0
Grappenhall, N. (c.) - Kingsley, near Frod- sham, N. (s.)	There is a small piece of land whereon a school and house have been erected, the entire value of which is esti- mated at 17l. per annum. This is alleged to be in connexion with the Church, but the clergy- man has no part in its manage- ment.	There are also the National schools for boys and girls, and a Wesleyan school.	1186	474	90 0 0 126 0 0	..	85 0 0 59 5 0
Lostock Gralam, N. (s. & r.)	None - -	Ch. of Eng. school, with an average attendance of 70 children, and room for 60 only. (This building is to be converted into a cottage, the rent to be applied permanently to- wards the sup- port of the pro- posed new school.)	1400	720	534 1 5	120 0 0	..
CORNWALL.							
Gwennap, N. (f.) - -	- - -	- - -	..	..	24 9 6	14 1 4	..
Moushole, N. (f.) - -	- - -	- - -	..	..	29 10 0	19 13 4	..
Pendeen, N. (s. & r.)	None - -	None but dame- schools.	2500	1932	383 10 0	241 10 0	..
CUMBERLAND.							
Alston, N. (c.) - - -	- - -	- - -	..	..	51 7 6	22 7 6	..
Newby, N. (s.) - - -	None - -	None - -	556	384	190 0 0	..	50 0 0
DERBYSHIRE.							
Derby, All Saints', N. (s.)	None - -	One private sch. ; also the present schools, which are to be sold, and the proceeds ap- plied to the new building.	5000	3732	1483 15 0	311 0 0	..
Derby Curzon Street, N. (i.)	- - -	- - -	..	..	20 6 0	7 0 0	..
Derby, St. Paul's, N. (s. & r.)	A small dame- school for 40 chil- dren, supported under the will of the late Walter Evans, Esq.	A Roman Catholic school ; a Calvin- istic school ; and a Church school.	2500	1878	739 19 8	..	234 15 0
Derby, Trinity, N. (in addition to former grant.)	- - -	- - -	..	..	..	100 0 0	..
Measham, N. (c. & f.)	- - -	- - -	..	..	48 0 0	20 0 0	..
DEVONSHIRE.							
Appledore, N. (f.) - -	- - -	- - -	..	..	9 10 0	6 6 8	..
Hulberton, N. (f.) - -	- - -	- - -	..	..	14 17 0	..	9 18 0
Holsworthy, W. (s. & r.)	None - -	One National sch.	2000	1206	490 8 5½	..	150 15 0
Plymouth, Free (s. & r.)	Rowe's Charity } 25 2 6 Fox's Charity } 29 7 6 Bayley's } Gift - } 9 19 6 64 9 6	Several schools connected with the National sch., and others with the Dissenters of various denomi- nations.	35000	5112	710 7 0	300 0 0	..

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DEVONSHIRE—cont.				<i>sq. ft.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
Plymouth (Charles), N. (g. & f.)	- - -	- - -	..	..	41 5 5	26 5 5	..	
Stonehouse, N. (f.)	- - -	- - -	..	..	17 10 0	..	10 10 0	
DORSETSHIRE.								
Lyme Regis, B. (f.)	- - -	- - -	..	..	23 14 0	..	15 16 0	
DURHAM.								
Lynesack, St. John's, N. (s. & r.)	None - -	None - -	787	900	412 4 4	..	112 10 0	
Ovington, N. (e.)	- - -	- - -	..	..	70 0 0	23 0 0	..	
Ovington, N. (f.)	- - -	- - -	..	..	15 8 6	10 5 8	..	
Tow Law, N. (f.)	- - -	- - -	..	..	11 14 0	7 4 6	..	
Tow Law, N. (i.)	- - -	- - -	..	..	4 14 0	..	3 2 8	
ESSEX.								
Copford, N. (s.)	None - -	One school, called the "Brick and Tile" Methodist school.	750	648	350 0 0	..	54 0 0	
Ham, West, N. (g. & f.)	- - -	- - -	..	..	59 5 0	39 10 0	..	
Oakley (or Ugly) (s.)	None - -	None - -	420	996	310 0 0	..	83 0 0	
Plaistow, N. (f.)	- - -	- - -	..	..	14 10 0	9 13 4	..	
Romford N. (i.)	- - -	- - -	..	..	72 16 0	48 5 6	..	
Stanford Rivers, Ch. of Eng. (s. & r.)	None - -	A few dame- schools.	1000	942	666 6 0	117 15 0	..	
GLOUCESTERSHIRE.								
Arlington, Endowed school (s. & r.)	An endowment of 40 <i>l.</i> per annum left by John Yate, Esq.	The present and an Infants' school.	800	735	355 6 0	..	91 17 6	
Bristol, H. More, N. (g.)	- - -	- - -	..	..	20 0 0	13 6 8	..	
Bristol, St. Jude's, N. (e.)	- - -	- - -	..	..	265 0 0	..	153 0 0	
Broadwell near Stow- on-the-Wold, Ch. of England (s. & r.)	Charitable funds 4 <i>l.</i>	A school held in a cottage.	345	450	450 14 5½	75 0 0	..	
Cheltenham, Bethesda, W. (s. & r.)	None - -	4 schools, all con- nected with the Ch. of England.	36000	968	640 0 0	76 10 0	..	
Chipping Sodbury, N. (s. & r.)	None - -	Ch. of England school for girls, and a British and Foreign school for boys.	1300	990	635 0 0	..	125 0 0	
Hanham, N. (f.)	- - -	- - -	..	..	37 15 0	25 3 0	..	
Sodbury, Old, N. (new deed)	- - -	- - -	..	..	10 2 0	..	7 0 0	
St. George's near Bristol, N. (s.)	An endowment of 41 <i>l.</i> 5 <i>s.</i> 8 <i>d.</i> annu- ally, which is ex- pended on the National school.	One National sch. Three Sunday schools in con- nexion with Dis- senters, one pri- vate Day school, four dame-schs.	3500	1251	873 0 0	..	133 0 0	
Westbury on Trym, N. (g.)	- - -	- - -	..	..	12 14 0	..	8 10 0	
HAMPSHIRE.								
Catherington, N. (s. & r.)	Endowment called the Appleford Charity for edu- cating children of the poor.	One National sch., two dame-schs.	1003	720	532 10 0	..	80 0 0	
Fareham, N. (f.)	- - -	- - -	..	..	2 0 0	..	1 6 8	
Kingsley, near Alton, N. (s. & r.)	None - -	Sunday school and two dame-schs.	400	252	555 0 0	..	50 0 0	
Maplederwell, N. (s.)	None - -	None - -	214	330	160 0 0	..	40 0 0	
Portea, All Saints, N. (s. & r.)	- - -	Boys and Girls sch., to which the In- fants' school is to be attached.	..	1100	555 8 6	30 0 0	107 10 0	
Southsea, St. Paul's, N. (r.)	- - -	- - -	..	..	228 1 0	50 0 0	..	
Warblington and Ems- worth, N. (addition to former grant.)	- - -	- - -	..	..	..	..	19 0 0	

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HEREFORDSHIRE.							
Eaton Bishop, N. (s.) Hereford (Scudamore's Charity), N. (s. & r.)	- - - Scudamore's Cha- rity.	- - - Several schools in the City; most of them independent schools, 2 (a boys' and girls') schools connected with the Natl. Society.	12000	sq. ft. 5112	£ s. d. 194 5 0 2110 0 0	£ s. d.	£ s. d. 67 0 0 540 0 0
Leintwardine, N. (i.) Much Marcle, N. (s. & r.)	- - - None - - -	- - - The present schs. built in 1833, but which are low, inconvenient, and quite inadequate to the wants of the district.	1227	1422	16 16 6 613 0 0	11 4 4 ..	237 0 0
HERTFORDSHIRE.							
Hertford, All Saints', Ch. of England (s.)	- - - The Green Coat school adequately endowed. The Cowper Testimo- nial school has an endowment of 32 guineas a year, but chiefly sup- ported by volun- tary contributions.	- - - The before-named schools, and the school of in- dustry.	3315	756	235 0 0	..	63 0 0
Stevenage, N. (s.) -	- - - None - - -	- - - None but the N. schools.	1725	492	261 0 0	41 0 0	..
Stevenage, N. (i.) -	- - -	- - -	..	..	139 13 4	46 0 0	..
HUNTINGDONSHIRE.							
St. Ives, N. (f.) -	- - -	- - -	..	..	27 0 0	18 0 0	..
KENT.							
Boughton Blean, N. (s.)	- - - None - - -	- - - As preparatory to the contemplated new school, two schools have re- cently been estab- lished by the curate, limited (for want of ac- commodation) to 40 boys and 40 girls.	1469	1200	500 0 0	..	100 0 0
Brenzett, N. (s. & r.)	- - - The Rev. T. Eger- ton has made over land of the yearly value of 237. for the en- dowment of the proposed National school.	- - - No schools for the poor.	1000	600	600 0 0	..	100 0 0
Cudham, N. (s. & r.)	- - - None - - -	- - - Sunday school and at some seasons of the year or a dame-school.	900	810	520 0 0	101 5 0	..
Edenbridge, N. (s. & r.)	- - - None - - -	- - - None - - -	1716	1314	977 1 11	..	200 0 0
Folkestone, Christ Ch., Ch. of Eng. (s.)	- - - None - - -	- - - None - - -	1000	1128	540 0 0	94 0 0	..
Green Street Green, Ch. of Eng. (s.)	- - - None - - -	- - - None - - -	300	510	245 0 0	42 10 0	..
Hythe, N. (s. & r.) -	- - - None - - -	- - - None - - -	2244	3480	1250 0 0 .. 18 10 0		400 0 0 12 6 8
Malling, West, N. (f.) Monkton, N. (s. & r.)	- - - A small endowed school to which the Vicar is au- thorized to ap- point 4 boys gra- tuitously.	- - - School at Minster	402	390	316 4 0	..	48 15 0
Northbourne, St. Au- gustine's, N. (s. & r.)	- - - None - - -	- - - None - - -	1000	1164	716 0 0	..	145 10 0
Sturry, N. (s.) - -	- - - The interest of 230l., which is ap- plied towards the support of the Sunday and Even- ing schools, and providing books for the children.	- - - A Sunday school, and an Evening school.	1050	720	383 10 0	..	60 0 0

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LANCASHIRE.							
Ancoats, St. Andrew's (e.)	- - -	- - -	..	sq. ft.	£ s. d.	£ s. d.	£ s. d.
Atherton, N. (r.)	- - -	- - -	..	..	120 0 0	49 0 0	..
Barton-on-Irwell, N. (e.)	- - -	- - -	..	..	322 10 0	..	119 15
Bolton, N. (i.)	- - -	- - -	..	..	82 10 4	..	30 0 0
Bretherton, Ch. of Eng. (s.)	The endowment consists of about 85l. in rents of certain lands.	None - -	832	1008	168 0 0	..	100 0 0
Burnley, Wesleyan (s. & r.)	None - -	Eight schools in the district; viz., St. Peter's, St. Mark's, Trinity, St. James', and St. Paul's Na- tional school, a British sch., and a Roman Catho- lic school.	20,000	6456	3167 8 0	..	807 0 0
Crumpsall, Lower, N. (addition to former grant.)	- - -	- - -	..	..	..	100 0 0	..
Darwen, Lower, N. (i.)	- - -	- - -	..	..	151 8 0	..	70 0 0
Deane, N. (r.)	- - -	- - -	..	..	280 0 0	70 0 0	..
Didsbury, N. (i.)	- - -	- - -	..	..	177 0 0	..	60 0 0
Failsworth, N. (f.)	- - -	- - -	..	..	10 16 0	7 4 0	..
Habergham Eaves, N. (r.)	- - -	- - -	..	..	214 0 0	..	70 0 0
Heywood, St. Luke's, N. (i.)	- - -	- - -	..	..	43 0 0	25 0 0	..
Hoddlesdon, N. (s. & r.)	None - -	1 British school, 2 Sunday schools.	1400	1368	1029 0 0	..	171 0 0
Liverpool, St. Anne, Rom. Cath. (s.)	None - -	None - -	..	5022	2000 0 0	..	700 0 0
Liverpool, Hibernian, (s.)	None - -	- - -	250000	1968	718 0 0	268 0 0	..
Liverpool, All Saints', Ch. of Eng. (s. & r.)	None - -	Roman Catholic schools.	7000	3988	3110 17 10	..	854 13 4
Lytham, C. of Eng. (s.)	None - -	2 private schools -	1436	2214	1005 0 0	..	184 10 0
Manchester, St. Chad, Rom. Cath. (s.)	None - -	A Roman Catholic school, held tem- porarily in an old warehouse; the new school is in- tended to super- sede it. St. Michael's Ch. of England school is in the district; also a Lancas- terian and a Me- thodist school.	15000	4866	1637 0 0	..	620 0 0
Quernmore, Ch. of Eng. (s. & r.)	The old school en- dowed with about 11l.; the new, or Quernmore, with 1l. 10s.	The old school	565	738	450 0 0	..	92 5 0
Rainford, N. (s. & r.)	10l. from an estate in Rainford, 1l. from an estate in Upton, 6l. 12s. from old stock.	Boys' National sch., Girls' and Infants' do., both upwards of 2 miles from the proposed sch.	2000	936	440 0 0	..	117 0 0
Rainford, N. (e.)	- - -	- - -	..	..	53 0 0	..	30 0 0
Warrington, B.S. (e.)	- - -	- - -	..	..	140 0 0	66 10 0	..
LEICESTERSHIRE.							
Kilworth, South, N. (s. & r.)	21l. 2s. 8d. - -	None - -	500	492	221 8 9	41 0 0	..
LINCOLNSHIRE.							
Harmston, N. (s.)	None - -	One school for girls and little boys, conducted at the expense of the Vicar, and on his premises.	450	882	315 0 0	..	73 10 0

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LINCOLNSHIRE—cont.							
Holbeach, St. John's, Ch. of Eng. (s. & r.)	None - -	None - -	1200	594	350 0 0	..	75 0 0
Lincoln (North Dis- trict), N. (s.) -	An Endowment of 1,000 <i>l.</i> for an In- fants' sch.; house and land of the value of 22 <i>l.</i> a year belonging to the Free school.	Methodist Sunday school.	6000	3180	1245 0 0	..	397 10 0
New Leake, W. (s. & i. r.)	None - -	None - -	2000	1422	606 15 6	..	180 0 0
MIDDLESEX.							
Acton, N. (s. & r.) -	Bequests by the Countess Con- way, Messrs. Wegg, and Miss Wegg, producing annual dividends from funded prop- erty amounting to 13 <i>l.</i> 1 <i>s.</i> 6 <i>d.</i> , sole- ly applicable to the National sch.	National school for boys and girls, held in the same room under a mistress; also an Infants' school and a very small dame-school; also a Girls' school in connexion with the Wesleyan chapel.	2665	1224	1587 0 0	..	153 0 0
Bromley, St. Leonard's, N. (s. & r.) - -	None - -	2 National schools for 220 boys; one do. for 60 girls; also an Infants' and Juvenile sch., not connected with the National or the British and Foreign School Societies.	6154	2688	1120 0 0	..	340 0 0
Chelsea, Park Chapel, N. (f.)	- - -	- - -	..	..	21 10 0	14 6 8	..
Chelsea, Trinity, N. (f.)	- - -	- - -	..	..	22 10 0	15 0 0	..
Edmonton (Upper), St. James's, Ch. of Eng. (s.)	An endowed sch. for boys in Lower Edmonton, to which boys re- siding in this dis- trict are admis- sible.	A temporary sch. for girls and in- fants.	3000	1416	510 0 0	..	118 0 0
Finchley, N. (e.) -	- - -	- - -	..	..	203 10 0	100 0 0	..
Finchley, N. (f.) -	- - -	- - -	..	..	15 0 0	10 0 0	..
Gate Street, Lincoln's Inn Fields, R.C. (i.)	- - -	- - -	..	..	480 0 0	100 0 0	..
Highbate, St. Michael's, N. (s. & r., p., o.)	Pauncefort's Cha- rity, which pro- vides a house for the girls' school- mistress, and clothing for 20 girls.	National sch. for 90 boys, 90 girls, and 150 infants; also Mr. Sibley's private school.	4500	4266	6411 13 6	..	1800 0 0
Hoxton, St. John's, N. (f.)	- - -	- - -	..	..	20 0 0	13 6 8	..
Islington, St. Peter's, N. (f.)	- - -	- - -	..	..	48 0 0	..	32 0 0
Kensal Green, St. John's, N. (s. & r.)	None - -	National schools, and a Wesleyan school held in their chapel.	3000	774	285 0 0	..	96 15 0
Kenton, Harrow-on- the-Hill, Ch. of E. (s.)	None - -	None - -	109	396	245 0 0	33 0 0	..
Martin's St. (Nor- thern), N. (addition to former grant.)	- - -	- - -	..	..	..	..	284 10 0
Paddington, All Saints', N. (s.)	A portion of the proceeds of cer- tain charity es- tates belonging to the parish.	None - -	4000 or 5000	2616	2000 0 0	..	180 0 0
Pancras, St., Christ- church, N. (f.)	- - -	- - -	..	..	50 0 0	33 6 8	..
Pancras, St., East (s. & r.)	- - -	- - -	..	..	2755 10 0	45 0 0	..
Ratcliffe Cross, St. James', N. (r.)	- - -	- - -	..	..	410 0 0	..	100 0 0
Stepney, St. Thomas', N. (f.)	- - -	- - -	..	..	10 0 0	6 13 4	..

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MONMOUTHSHIRE.								
Chepstow, N. (s. & r.)	Two endowments, amounting to 117, for educating 18 poor boys.	A National, Daily, and Sunday sch., 250 children; a Roman Catholic school; a Wesley- an Sunday sch.; an Independent do.; a Baptist do.	3300	900	£ s. d. 495 0 0	£ s. d. ..	£ s. d. 112 10 0	
Pontypool, Charity, N. (i.)	-	-	-	-	32 0 0	16 0 0	..	
NORFOLK.								
Burnham, Westgate, N. (addition to for- mer grant.)	-	-	-	-	..	40 0 0	..	
Norwich, Boys' Model, N. (i.)	-	-	-	-	133 12 11	45 0 0	..	
Pulham, St. Mary Magdalen, N. (s. & r.)	None	A day school, held in a private house, which will be in- corporated with the proposed Na- tional school.	1103	792	388 10 6	..	132 0 0	
Rockland, All Saints' and St. Andrew's, N. (s.)	None	One Sunday school connected with the Church.	415	420	151 10 0	..	35 0 0	
Taverham, N. (s. & r.)	None	No school in the parish, except a very small one held in one of the rooms of the rectory house.	211	396	354 13 0	70 0 0	..	
Walsingham, Little, N. (f.)	-	-	-	-	5 17 0	3 18 0	..	
NORTHAMPTONSHIRE.								
Titchmarsh, N. (g.)	-	-	-	-	9 0 0	6 0 0	..	
NOTTINGHAMSHIRE.								
Barnby in the Willows N., (s.)	None	None but dame- schools.	300	684	208 12 0	57 0 0	..	
NORTHUMBERLAND.								
Bellingham (Endowed) (rebuilding s. & r.)	The interest of 200l. bequeathed by Isabel Reed, together with a free site of about 8 perches of land.	No other, except a Roman Catho- lic school.	1900	786	239 6 0	..	88 5 0	
OXFORDSHIRE.								
Benson, N. (s. & r.)	None	The present Na- tional school, the tenure of which is uncertain.	1200	1020	565 0 0	127 10 0	..	
Launton, N. (f.)	-	-	-	-	28 16 0	12 17 2	..	
Rotherfield Greys, N. (s.)	None	One school in con- nexion with the British and Fo- reign Sch. Society.	1300	720	398 0 0	60 0 0	..	
Thame, B. (e.)	-	-	-	-	100 0 0	..	33 5 0	
SHEREPSHIRE.								
Bridgenorth, St. Leo- nard's, N. (f.)	-	-	-	-	22 17 6	14 17 6	..	
Bridgenorth, Low Town (f.)	-	-	-	-	14 19 5	9 19 8	..	
Drayton, Little, N. (s.)	None	None except dame-schools.	2000	648	270 0 0	50 0 0	..	
Lodge, St. Martin's (addition to former grant.)	-	-	-	-	..	..	17 5 0	
Loppington, N. (s. & r.)	There is a farm of 60 acres, the funds of which have been misapplied, and are now burdened with a heavy law- suit. It is hoped that, in about 8 years, 20l. per annum may be obtained for the school.	A private school, held in the kitchen of a house belonging to the parish; also a dame- school.	598	604	357 15 10	..	75 10 0	

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SOMERSETSHIRE.								
Bath, Guinea Lane, N. (e.)	-	-	..	sq. ft. ..	£ s. d. 31 10 0	£ s. d. 15 15 0	£ s. d. ..	
Bath, St. Saviour's, N. (g.)	-	-	..	..	13 13 11	9 6 0	..	
Bruton, N. (s. & r.)	The Bruton Hospi- tal founded by Hugh Saxey, Esq., wherein there is education pro- vided for 18 boys, who are elected annually from the labouring poor of the parish of Bruton.	No daily schools, except a few dame-schools.	2079	1374	944 0 0	..	171 15 0	
Combe Down, N. (f.)	-	-	..	..	8 5 0	5 10 0	..	
Littleton, High, N. (f.)	-	-	..	..	6 17 0	4 11 4	..	
Martock, N. (f.)	-	-	..	..	8 17 8	5 18 0	..	
Pennard, West, N. (s. & r.)	A legacy of 10l. left by the late Mr. Slade for the in- struction of the poor of West Pen- nard, in conse- quence of which 10 boys are ad- mitted free.	No other school	1000	648	380 0 0	81 0 0	..	
Pill, B. (for new deed)	-	-	..	..	15 0 0	5 0 0	..	
Taunton, Central, N. (e.)	-	-	..	..	..	..	35 0 0	
Tickenham, N. (s. & r.)	None	No public schools	423	588	279 3 6	..	98 0 0	
Wellow, N. (s. & r.)	10l. per annum (arising out of premises at Bath) for the education of 10 children, parishioners of Wellow, and 2l. (arising from a farm in Wellow) for the education of 2 children.	A day school for boys, and a Sun- day school for boys and girls, principally sup- ported by the Vicar.	1018	768	560 0 0	..	100 0 0	
STAFFORDSHIRE.								
Bilston, St. Luke's, Infants' school (s.)	None	None	4400	1404	640 0 0	175 10 0	..	
Bilston, St. Mary's, N. (i.)	-	-	..	..	120 0 0	40 0 0	..	
Kinver, N. (addition to former grant.)	-	-	..	..	..	68 5 0	..	
Wednesbury, St. John's, N. (e.)	-	-	..	..	40 11 0	10 0 0	..	
Wolverhampton, Ragged school (s. with dormitories & r.)	Not applicable to a school of this description.	Several National schools, and other schools.	47000	3702	1035 0 0	..	462 15 0	
SUFFOLK.								
Ditchingham, N. (r.)	-	-	..	..	123 10 0	31 0 0	..	
Ipswich, St. Margaret's, N. (s.)	None	No schools, except a few dame- schools.	6000	2064	865 0 0	172 0 0	..	
Sudbury, All Saints', N. (e.)	-	-	..	..	50 0 0	24 0 0	..	
SURREY.								
Camberwell (Camden District) N. (e.)	-	-	..	..	200 0 0	78 0 0	..	
Camberwell (Camden District) N. (e.)	-	-	..	..	210 17 9	87 0 0	..	
Hatcham, St. James', N. (s. & r.)	None	A small dame-sch., held at New Cross Chapel.	7000	2952	1157 13 0	..	500 0 0	
Horsell, N. (s. & r.)	220l. left to the Horsell National school by the late Mr. Clark, of which it is pro- posed to devote 100l. (or more if absolutely neces- sary) towards building schools and masters' houses.	The present National school, and the Horsell and Woking Baptist school.	800	804	584 0 0	134 0 0	..	

* Up to 1st of April 1852.

Name of Place, Description of School, and Object of Grant.	Local Endowments.	Existing Schools having no Endowments.	Population of School-district.	Superficial Area of new School- rooms.	Total Estimated Expendi- ture.	Grants conditionally awarded by Committee of Council on Education.		
						Paid.*	Not yet claimed.*	
SURREY--continued.								
Richmond, St. John's, N. (i.)	-	-	..	sq. ft. 165 0 0	£ s. d. 165 0 0	£ s. d. 40 0 0	£ s. d. 40 0 0	
Summertown, St. Mary's, Church of England (s.)	None	A Boys' school, a Girls' school, and an infants' school.	750	522	182 10 0	43 10 0	..	
Walworth, St. Peter's	None	The present in- adequate National school was built originally for a Sunday school, and cal- culated for 280 children. Tem- porary branch schools have been opened in differ- ent parts of the parish, which supply the means of instruction to nearly 700 chil- dren, and which schools the pro- moters desire to place upon a per- manent founda- tion.	30000	3228	2396 0 0	..	403 10 0	
SUSSEX.								
Forest Row, N. (s. & r.)	None	There is a National school under the sole control of Lord Colchester, who nominates the master and provides a house and salary: Also a school at Thornhill (1 mile distant), the pri- vate property of George Hoper, Esq.	1500	1284	730 0 0	160 10 0	..	
Lindfield, N. (s.)	None	One school of In- dustry, chiefly supported by Qua- kers.	2000	1146	467 0 0	..	95 10 0	
Southbourne and Sea- side, N. (s. & r.)	None	No public or cha- ritable schools.	1500	1200	630 0 0	..	150 0 0	
WARWICKSHIRE.								
Coventry, St. Peter's, N. (e.)	-	-	..	..	210 0 0	..	75 0 0	
Dunchurch, N. (f.)	-	-	..	..	12 5 0	..	8 5 0	
Keresley and Cound- don, N. (s. & r.)	None	One Infants' school, temporarily estab- lished. The el- der children are educated at the National school in the adjoining parish of Coley.	620	900	750 0 0	..	112 10 0	
Napton on the Hill, N. (e.)	-	-	..	..	39 13 6	24 0 0	..	
WILTSHIRE.								
Ashton Keynes, N. (s. & r.)	None	No school but a dame-school.	1200	1938	1004 0 0	..	242 5 0	
Bradford, N. (i.)	-	-	..	..	43 8 6	28 8 6	..	
Malmesbury and West- port, Church of Eng- land (s. & r.)	Weeks' Charity, amounting to 97l. per ann., applied to a Free school, where 70 boys and 40 girls are imper- fectly educated. Also Hodge's Charity, applied to the support of another Free sch. for the education of 15 boys.	Only these two schools.	4000	2442	925 0 0	..	305 5 0	
Salisbury, N. (i.)	-	-	..	..	29 8 8	21 0 0	..	

* Up to 1st of April 1852.

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						Paid.*	Not yet claimed.*
WORCESTERSHIRE.				<i>sq. ft.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Lye Stamber Mill, N. (s.)	None - -	No schools, except a miserable ill- ventilated dame- school.	2500	1324	630 0 0	..	180 0 0
Oldbury, Messrs. Chance's (s.)	A small endow- ment belong- ing to the Unitarian school.	Church of England school, Wesleyan school, and the Unitarian school.	10000	2932	931 18 0	..	340 0 0
Upton on Severn, N. (r.)	- - -	- - -	-	-	284 0 0	..	90 0 0
YORKSHIRE.							
Baildon, N. (s. & r.) -	None - -	One school in con- nexion with the Wesleyans, and another with the Moravians; but the charges are such as to exclude the poorer chil- dren.	3280	1188	565 8 8	..	150 0 0
Bolsterton, N. (s. & r.)	40 <i>l.</i> per annum, with the rental of 3 acres of land and a dwelling for the master.	Two Sunday schs.; and the endowed school, in which are taught, free of expense, reading, writing, and arithmetic, to all children residing within a certain district (1 mile), called the School boundary.	1000	1452	700 0 0	..	200 0 0
Boston, Clifford, and Bramham, W. (s. & r.)	14 <i>l.</i> per annum is granted from the Poor land at Bramham to- wards the Na- tional school.	A National school at Bramham; ditto at Boston; a Roman Catho- lic school; sev- eral dame-schs.; also the Wesley- an school now held in a chapel.	4500	1349	480 0 0	..	168 17 6
Burnlee - (s.) N.	None - -	No other school in the hamlet.	3600	480	317 10 0	..	60 0 0
Buslingthorpe, N. (e.)	- - -	- - -	..	..	68 0 0	..	37 0 0
Cleckheaton, N. (i.) -	- - -	- - -	..	..	85 19 7	20 0 0	..
Doncaster, Christ Ch., N. (s. & r.)	None - -	One school in con- nexion with the British and For- eign School So- ciety.	3300	3306	1814 0 0	..	424 10 0
Draughton, N. (addi- tion to former grant.)	- - -	- - -	..	..	..	16 15 0	..
Eiland, N. (i.) - -	- - -	- - -	..	..	27 4 0	10 0 0	..
Elsecar, Ch. of Eng. (s. & r.)	The interest of 400 <i>l.</i> , realizing at present 18 <i>l.</i> 18 <i>s.</i> 4 <i>d.</i> per annum.	One Daily school in connexion with the Church; also Sunday schools belonging to the Methodists and Independents.	1200	1776	1220 0 0	..	222 0 0
Grassington, N. (e.) -	- - -	- - -	..	..	130 0 0	..	50 0 0
Halton, N. (e.) - -	- - -	- - -	..	..	115 0 0	35 0 0	..
Hessay, N. (s. & r.) -	None - -	No school. A few children (6 or 7) attend a dame- school, and about 22 are instructed on Sunday even- ings, by the In- cumbent and a vo- luntary teacher, in a kitchen hired for the purpose.	141	360	273 0 9	45 0 0	..
Kingcross, St. Paul's, N. (i. s.)	None - -	No other schools -	3000	1438	650 0 0	..	200 0 0
Kirkmeaton - - -	- - -	- - -	..	..	208 0 0	75 0 0	..
Rylstone, N. (s. & r.)	None - -	None - -	463	450	431 0 0	..	75 0 0

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						Paid.*	Not yet claim.ed.*
YORKSHIRE—cont.							
Sculcoates, N. (s.) -	None - -	National school, erected with aid of grant of 100 <i>l.</i> from Treasury; also Christ Church National school; grant of 474 <i>l.</i> from Committee of Council.	18000	sq. ft. 2388	£ s. d. 732 0 0	£ s. d. ..	£ s. d. 250 0 0
Sowerby Bridge, W. (s. & r.)	None - -	A National school, and two or three private schools.	8000	3234	1330 0 0	..	527 0 0
Westgate Common, N. (s. & r.)	None - -	One school for 50 girls, supported by B. Gaskell, Esq.; also a sch. for boys and girls.	2500	990	376 0 8	..	82 10 0

WALES.

ANGLESEY.							
Penmon and Llangoed, N. (s. & r.)	None - -	None - -	1200	798	331 11 10	133 0 0	..
CAERNARVONSHIRE.							
Beddgelert, British school. (s. & r.)	None - -	No school whatever.	1400	816	380 10 0	150 0 0	..
Glanogwen, N. (s. & r.)	None - -	None - -	5998	1266	615 0 0	..	208 5 0
Waunfair, N. (s.) -	- - -	- - -	..	..	150 0 0	..	50 0 0
CAERMARTHENSHIRE.							
Llandyssul, N. (s.) -	- - -	- - -	..	..	43 10 0	..	23 0 0
DENBIGHSHIRE.							
Gwersylt, N. (s. & r.)	None - -	Two small private schools, held in cottages; a Day school, recently opened by a man who was dismissed from the Gresford National school for immoral conduct.	1200	606	500 0 0	..	87 0 0
Llangollen, N. (i.) -	- - -	- - -	..	..	36 0 0	18 0 0	..
FLINTSHIRE.							
Ysceiïog, Ch. of Eng. (to repair s. and erect r.)	None - -	The existing sch., a British school, and two or three dame-schools.	1760	906	203 15 0	120 15 0	..
GLAMORGANSHIRE.							
Bishopston and Pen-nard, N. (addition to former grant.)	- - -	- - -	..	..	..	50 0 0	..
Cadoxton juxta Neath, N. (s.)	- - -	- - -	..	..	360 0 0	..	201 0 0
Coychurch, N. (s.) -	The interest of 400 <i>l.</i> invested in the Funds, and divided between this and another school.	A school was held in an inconvenient building in the churchyard; this school has been taken down, and a part of the glebe conveyed by the Incumbent as a site for the new school.	1300	330	107 16 0	..	27 10 0
MERIONETHSHIRE.							
Barmouth, N. (i.) -	- - -	- - -	..	..	103 0	..	23 0 0

* Up to 1st of April 1852.

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						Paid.*	Not yet claimed.*
MONTGOMERYSHIRE.							
Llanidloes, N. (e.) - Llanwnog, N. (s. & r.)	- - - 9l. per annum for the poor of Llan- wnog, which the churchwardens and overseers will apply towards the support of the new school.	- - - A school held in a part of the Parish Church.	1700	376	£ s. d. 77 0 0 379 9 5	£ s. d.	£ s. d. 34 5 0 72 0 0
Welshpool, N. (s. & r.)	9l. a year for the education of 18 boys, and 1l. 16s. for a dame-sch.	Welshpool Na- tional school, and the Belan Branch school.	4500	1038	600 0 0	115 0 0	..
PEMBROKESHIRE.							
Llanrhian, N. (s. & r.)	An endowment of 13l. per annum belonging to the Welsh Calvinistic sch. at Treoyne. The school is now discontinued.	A Baptist school at Croesgoch.	1094	700	522 0 0	..	116 13 4
RADNORSHIRE.							
Boughrood, N. (addi- tion to former grant.)	- - -	- - -	..	..	..	..	20 0 0

ISLE OF MAN.

Kirk, St. Anne's (s. & r.)	Lady Betty Hastings's Fund - Mr. Leece's Fund - The Insular Fund (an- nually) called the Improp- riate Fund -	£ s. d. 2 13 7 5 0 0 5 10 0 13 3 7	No school kept at present, for want of accommoda- tion.	764	654	433 3 9	..	100 0 0
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SCOTLAND.

ABERDEENSHIRE.								
Skene F.C., N. (s. & r.)	A bequest of 20l. to the parish schoolmaster for teaching 25 pau- per children.	The Parish school; Kinnmundy sch.; Lyne of Skene school.	1850	1044	570 0 0	..	130 10 0	
ARGYLLSHIRE.								
Lochgilhead, Paro. (s. & r.)	None - -	One Free Church school. An an- nual grant of 8l. received through the Education Committee of the Free Church, for aiding in the maintenance of a female school.	2000	1080	814 0 0	..	180 0 0	
Portnahaven F.C. (r.)	None - -	One school belong- ing to the Estab- lished Church.	1200	942	289 10 0	..	73 15 0	
BERWICKSHIRE.								
Greenlaw, F.C. (e) -	- - -	- - -	..	..	83 7 6	42 0 0	..	
CAITHNESS-SHIRE.								
Lybster F.C. (s.) -	A bequest of 50l. at 5 per cent., of which this dis- trict receives one third.	The Free Church school and two dame-schools.	1000	996	342 0 0	..	83 0 0	

* Up to 1st of April 1852.

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						Paid.*	Not yet claimed.*
DUNBARTONSHIRE. Alexandria, F.C. (s. & r.)	None - -	Free Church Boys' school; the Subscription school; and a private school.	3500	954	£ 485 0 0	s. 120 0 0	d. ..
EDINBURGHSHIRE. Coltbridge (Church of Scotland) (r.)	- - -	- - -	..	..	414 0 0	..	103 10 0
Edinburgh Original Ragged school (s.)	- - -	- - -	..	2352	2167 14 0	..	294 0 0
Edinburgh, St. Paul's F.C. (s.)	None - -	No other school -	4000	3408	1023 18 0	..	300 0 0
FIFESHIRE. Denhead (Subscription school) (s. & r.)	None - -	None - -	400	540	195 15 0	..	67 10 0
INVERNESS-SHIRE. Colbost (Church of Scotland) (s. & r.)	None - -	Nene - -	800	684	247 6 0	..	85 10 0
KIRKCUDBRIGHT-SHIRE. Castle Douglas, F.C. (r.)	- - -	- - -	..	..	341 15 0	..	120 0 0
LANARKSHIRE. Bridgeton, Glasgow F.C. (s.)	None - -	One school belonging to the Established Church; a Public school; and two Factory schools.	18000	1764	701 15 0	220 10 0	..
Glasgow Finnieston, Mission school F.C. (s. & r.)	None - -	One school belonging to the Finnieston Educational Society (United Presbyterian).	2500	2784	1550 0 0	..	348 0 0
Hamilton Orphan Charity school, Ch. of Scotland.	None - -	None but Adventure schools.	9000	1200	538 19 0½	..	150 0 0
SHETLAND. Unst (Middle District) F.C. (s. & r.)	None - -	The Parochial school.	831	438	485 8 0	..	54 15 0

* Up to 1st of April 1852.

(No. II.)

STATEMENT of GRANTS awarded in aid of ERECTION or ENLARGEMENT of
TRAINING SCHOOLS, in year ended 31st of December 1851.

Name of Training School.	Estimated Cost.	Date of Award of Grant.	Amount of Grant.	
			Paid.	Not yet claimed.
	£ s. d.		£ s. d.	£ s. d.
Whitelands, Chelsea, N. - -	600 0 0	3 May 1851 - -	*200 0 0	..
Hammersmith, St. Mary's, Roman Catholic.	6400 0 0	26 June „ -	1400 0 0	..
			Practising school -	276 0 0
Warrington, N. - - -	4276 13 4	6 Aug. „ -	- - -	2000 0 0

* In addition to former grant of 3770*l*.

(No. III.)

STATEMENT of GRANTS awarded by Committee of Council on Education, in aid of purchase of SCHOOL BOOKS and MAPS, at reduced prices, in Year ended 31st of December 1851.

* * Abbreviations:—C. signifies a *Church of England School*, whether connected, or not, with the National Society; B. a School in connexion with the *British and Foreign School Society*; W. a *Wesleyan School*; R.C. a *Roman Catholic School*; and End. an *Old Endowed School*.

ENGLAND.

Name and Description of School.	Amount of Grant.	Name and Description of School.	Amount of Grant.
BEDFORDSHIRE.		CORNWALL—continued.	
Aspley and Crawley - C.	£ s. d. 6 5 0¾	Chacewater - - C.	2 6 11¾
BERKSHIRE.		Calstock - - - "	3 19 11
Benson - - - C.	2 6 8¼	Crowan - - - "	1 13 3¾
Hinton, Little - - "	1 15 4	Erth, St. - - - "	Order to purchase
Windsor, St. Mark's - - "	Order to purchase	Gwennap Church Town - - "	2 17 6¼
Ditto New - - - "	Order to purchase	Ives, St. - - - "	1 12 9½
Winkfield - - - "	2 10 0	Ditto - - - W.	Order to purchase
Woolton Hill - - - "	2 3 11¼	Just, St., in Penwith - C.	3 4 0½
BUCKINGHAMSHIRE.		Launceston - - - "	Order to purchase
Colnbrook - - - C.	Order to purchase	Pendeen - - - "	5 0 3
Datchet, Girls' and } - - "	Ditto	Penryn - - - "	3 18 3¾
Infants' - - - }		Ditto - - - W.	Order to purchase
Taplow - - - -	1 13 1¼	Redruth - - - C.	3 1 10¼
CAMBRIDGESHIRE.		Stratton - - - "	2 10 1
Cambridge, Castle } - C.	4 3 4¾	Trevenson Pool - - - "	2 13 7½
End, St. Peter's - }	Order to purchase	Truro - - - B.	5 0 9¼
Ditto, St. Paul's - }		Truro, St. Mary's - C.	2 11 8½
Cambridgeshire Church } - - "	0 12 4½	Tuckingmill, All Saints' - "	3 14 10½
Schoolmasters' Association } - - C.	Order to purchase	CUMBERLAND.	
Ely - - - -		Aspatia - - - C.	2 11 7¾
Gransden - - - "	1 13 3½	Alston - - - -	2 2 1½
Wisbech, Boys' - - - "	Order to purchase	Brampton - - - "	Order to purchase
Ditto - - - -	Ditto	Carlisle - - - B.	2 14 3½
CHESHIRE.		Crosthwaite - - - Free	3 4 6
Astbury - - - C.	3 5 4½	Cockermouth - - - C.	2 18 4¼
Barnton - - - -	4 11 1¼	Leadgate in Alston - - - "	2 1 8
Bredbury - - - -	3 6 8	Penrith - - - B.	3 6 8
Bollington Cross - - - "	4 5 4	Whitehaven, Holy } - C.	6 0 5½
Chester, St. Oswald's, Diocesan - - - "	4 16 0¾	Trinity - - - }	
Dukinfield Factory - - B.	9 3 4	DERBYSHIRE.	
Ditto, St. John's - C.	2 16 10¼	Belper - - - - W.	Order to purchase
Hurdsfield - - - -	3 10 10	Charlesworth - - - C.	2 12 0¾
Macclesfield, St. Al- } - R.C.	2 6 7¾	Chesterfield Victoria - - - "	2 3 3
ban, Girls' - - - }	1 10 10¾	Derby, St. Peter's, Siddal } - - "	2 13 5
Ditto, Old Church - - W.		Lane, National and Infants' } - - "	
Nantwich - - - -	5 11 2¼	Ditto, St. Joseph - R.C.	7 14 8
Over Lane - - - -	Order to purchase	Ditto, Diocesan Female } - - "	1 0 0½
Runcorn, Boys' and } - C.	5 2 3¼	Training, School - }	
Girls' - - - - }	10 9 9	Ditto, All Saint's, Na- } - - "	6 4 10¾
Sandbach - - - -		tional and Infants' - }	
Stockport - - - B.	3 15 0	Ironville - - - C.	8 0 0½
Tarporley - - - C.	2 1 8¼	Milford - - - B.	Order to purchase
Taxall and Fernilee - - - "	1 13 4¾	Monyash - - - C.	1 0 1
Tarvin - - - -	1 10 6	Shirland - - - -	2 3 4
Tintwistle - - - B.	1 12 6½	DEVONSHIRE.	
Wharton - - - C.	Order to purchase	Constantine, Girls' - B.	1 16 9¾
Witton, Boys' - - - "	Ditto	Devonport, Royal } - Free	Order to purchase
Ditto, Girls' - - - "	Ditto	Naval and Military } - - "	
CORNWALL.		Devonport, St. Ste- } - C.	2 1 8½
Alernun - - - C.	1 0 11	phen's, Boys' - - - "	1 1 1½
Austell, St. - - - "	1 0 4¾	Ditto, Girls' - - - "	2 19 10¼
Baldui - - - -	1 0 0	Halberton - - - -	1 15 3
Bottoms - - - W.	Order to purchase	Harbertonford - - - "	1 10 0
		Lamerton - - - -	2 2 3
		Northam - - - -	

Name and Description of School.	Amount of Grant.	Name and Description of School.	Amount of Grant.
DEVONSHIRE—continued.	£ s. d.	HAMPSHIRE—continued.	£ s. d.
Plymouth, St. Andrew's Chapelry - C.	2 15 7½	Buriton - C.	1 9 4½
Tavistock - B.	5 13 10½	Fareham - "	4 4 9½
Tiverton, Bampton Street - "	5 0 0½	Freshwater - "	3 6 8
DORSETSHIRE.		Fordingbridge - "	2 10 7
Blandford, Girls' - C.	3 6 7¾	Hyde, St. Bartholomew's - "	Order to purchase
Bridport - General	4 13 9½	Petersfield, Girls' - "	2 5 10½
Dorchester, Girls' - C.	3 10 6½	Portsea, All Saints' - "	Order to purchase
Enmore Green - "	1 4 9	Ditto, St. Patrick and St. Augustine } R.C.	2 11 4
Gillingham - "	1 13 11	Ringwood - C.	Order to purchase
Holt - "	0 15 6½	Romsey, Boys' - "	2 6 5¾
Lyme Regis - "	2 11 1	Ryde, Isle of Wight - "	3 15 0½
Rimpton - "	1 3 4½	Selborne - "	1 10 7
Sherborne, Long Street B.	3 5 0¾	Sherfield, English - "	1 16 8
Ditto - C.	1 11 8¼	Shirley - "	2 3 9½
Ditto Evening - "	2 2 8¾	Southampton, St. Michael's - "	4 3 4
Sutton Waldron - "	2 9 10½	Ditto St. Mary's - "	6 1 2½
Wareham - Evening	4 0 0	Sunningdale - "	0 18 4¾
Weymouth - C.	5 13 4	Winchester, St. Thomas's, Boys' - "	Order to purchase
Wimborne - "	5 17 3	Ditto, Girls' and Infants' - "	2 0 11½
DURHAM.		HEREFORDSHIRE.	
Byers Green - C.	2 0 2	Ivington - C.	1 0 4
Darlington, Holy Trinity - W.	Order to purchase	HERTFORDSHIRE.	
Ditto - W.	Ditto.	Amwell - C.	1 14 0
Jarrow, Chemical Works B.	2 13 4¼	Hatfield - "	Order to purchase
Monkwearmouth, Boys' C.	Order to purchase	Hertingfordbury - "	1 2 8¼
Newbottle, St. Matthew's - "	1 0 0	Hertford, Cowper's Testimonial - "	4 9 10
Stainton, Great - B.	Order to purchase	High Cross, Girls' - C.	1 10 5¼
Shields, South, Union - B.	Ditto.	Stevenage - "	2 2 0
Ditto St. John's Sessional		HUNTINGDONSHIRE.	
Southwick - C.	2 9 7¾	Earith - B.	0 12 0¼
Sunderland, Gray - "	3 3 9¾	Neot's, St. - W.	2 1 9
Tanfield - "	1 13 5	KENT.	
ESSEX.		Ashford - C.	Order to purchase
Chelmsford, Victoria - C.	4 15 2¼	Bethersden - "	4 16 8½
Langham - B.	1 0 0	Brompton, Royal Sappers and Miners } Military	Order to purchase
Saffron Walden, Boys' C.	1 9 7½	Boughton Malherbe - C.	2 2 8¼
Ditto - B.	1 17 10	Farleigh, East - "	Order to purchase
West Ham, Boys' - C.	2 15 0½	Gravesend and Milton - "	1 7 5¾
GLOUCESTERSHIRE.		Harrietsham - "	3 14 4½
Bristol, Broad Street, St. Philip's - Ragged	2 0 9	Hythe - "	Order to purchase
Ditto, Trinity, St. Philip's - "	1 1 5	Lenham - "	3 16 6½
Ditto, St. George's, Brandon Hill - "	1 3 11	Lyminge - "	1 15 7½
Ditto, St. Michael's - "	1 1 4	Margate, Holy Trinity - "	6 5 0
Ditto, St. Joseph - R.C.	6 0 0	Malling, West, Boys' - "	2 14 2½
Ditto, Lewins Mead - B.	Order to purchase	Ramsgate, St. Lawrence - "	1 6 8
Ditto, St. George's, Brandon Hill - C.	6 18 9	Swancombe and Stone - "	1 3 3½
Ditto, St. Augustine's - "	1 11 8½	Sturry - "	2 11 6
Ditto, St. Matthew's - "	4 9 4	Sydenham - W.	1 4 0
Bitton, Boys' - "	1 0 5¾	Tonbridge - "	Order to purchase
Ditto, Girls' - "	0 16 8¼	Woolwich - R.C.	2 13 4¾
Cheltenham, Bath Road - B.	Order to purchase	LANCASHIRE.	
Ditto - B.	8 4 4½	Atherton - C.	Order to purchase
Ditto, Holy Trinity - C.	Order to purchase	Adlington - "	2 6 8
Ditto, St. James's, Girls' - W.	2 10 0¾	Ancoats, Lyceum Factory - "	8 15 0
Ditto, Bethesda - W.	4 0 0	Blackbitts - "	3 2 4¼
Ditto, Normal Training - C.	1 5 0	Blackburn, Sparrows - R.C.	4 4 0½
Eastington - "	3 5 3¼	Belfield, Messrs. Benecke's - "	5 0 11¼
Oldland - "	2 0 0½	Bolton, St. George's - C.	4 14 4½
Stapleton, Dr. Bell's - "	3 6 8¾	Ditto, Christ Church - W.	4 3 4
Stow on the Wold - "	2 3 4	Ditto, Bridge Street - W.	Order to purchase
Tewkesbury, Holy Trinity - Infants'	4 5 7½	Burnley, St. Peter's, Boys' - C.	3 2 6½
Upton, St. Leonard's - C.	4 19 4	Burnley - W.	Order to purchase
HAMPSHIRE.		Burscough Hall - R.C.	1 11 8¾
Alresford, New - C.	3 6 8½	Bury, Holy Trinity - C.	4 18 4½
Alverstoke - "	Order to purchase	Bury, St. Marie - R.C.	Order to purchase
Bentley - "	2 14 8¾	Cheetham Hill - W.	Ditto.
Boldre, East - "	1 0 7½	Colne Waterside - C.	4 9 11¼
		Colne - "	3 16 3

Name and Description of School.	Amount of Grant.	Name and Description of School.	Amount of Grant.
LANCASHIRE—continued.		LEICESTERSHIRE—cont.	
Chorley - C.	£ s. d. 1 4 2	Hathern - C.	Order to purchase
Coppull - "	1 14 3½	Kilworth, South - "	Ditto.
Crumpsall, Lower - "	5 0 0	Melton Mowbray (Free) C.	Ditto.
Denton, Christ Church - "	2 10 6½	Sheepshed - C.	Ditto.
Droylesden - B.	4 5 0	Waltham on the Wolds - "	2 3 5½
Eagly Mills - "	4 6 8½		
Eccles, Broomhouse Lane - C.	Order to purchase	LINCOLNSHIRE.	
Edge Hill, St. Mary's - "	Ditto.	Barton on Humber - W.	2 8 1¾
Everton and Kirkdale - "	Ditto.	Boston - C.	6 1 5½
Everton, Boys' & Girls' - "	Ditto.	Ditto - B.	Order to purchase
Fleetwood - Testimonial - C.	Ditto.	Deeping, St. James' - C.	1 10 0
Godley cum Newton - "	1 5 1	Gainsborough, Boys' - "	1 10 11½
Green - "	2 13 0¾	Laceby, Village - "	1 10 4
Habergham, All Saints - "	Order to purchase	Louth, Boys' - B.	Order to purchase
Harpurhey - "	5 8 4	Ulceby - C.	1 13 4½
Heywood, St. Luke's, Boys' - "	4 7 6	Wrawby - "	Order to purchase
Ince - "	5 1 8	Withern - "	2 4 0¾
Ince Blundell - R.C.	3 14 10		
Kirkby, Boys' & Girls' - C.	1 10 1½	MIDDLESEX.	
Lancaster, Boys' and Girls' - R.C.	5 15 8¾	Baldwins Gardens, Boys' - C.	3 15 8¾
Liverpool, St. Anthony - "	4 15 4	Baldwins Place, St. - "	2 16 8
Ditto, North - C.	5 19 11	John's Chapel, Boys' - "	
Ditto, St. Oswald - R.C.	5 0 1	Blandford Square, St. Edward - R.C.	10 1 4
Ditto, Moorfields - "		Bethnal Green, St. James the Great - C.	Order to purchase
Old Church, Boys' - C.	5 0 0½	Ditto, St. Bartholomew's, Boys' - "	Ditto.
Charity - "		Chelsea Park Chapel - "	2 15 10
Ditto, Moorfields - "		Ditto, St. Jude's - "	4 0 9
Old Church, Girls' - "	4 3 4¾	Fulham, St. Thomas - R.C.	2 2 8
Charity - "		Hampstead, St. John's, Boys' - C.	6 11 8½
Ditto, Christ Church - "	8 1 9½	Ditto, Girls' - "	4 6 8¾
Ditto, St. Martin's - "	4 10 0¾	Harp Alley British Schoolroom, Elementary Teachers' Association - "	Order to purchase
Manchester, Rooden Lane - B.	3 0 0¼	Hatton Garden, St. Andrew's - C.	4 13 5¾
Ditto, Lower Mosley Street, Girls' and Infants' - "	4 15 9	Highgate - "	4 0 0¼
Ditto, St. Patrick, Girls' - R.C.	8 4 9	Holloway, St. James' National and Infants' - "	3 1 0
Ditto, Teachers' Institute - C.	2 5 10½	Kensal Green, St. John's - C.	Order to purchase
Ditto, Park Lane - B.	3 16 8¼	Marylebone, Nutford Place - Diocesan	4 3 7½
Ditto, Argyle Street - R.C.	Order to purchase	Ditto - Presbyterian	1 9 11½
Ditto, St. Wilfrid - R.C.	9 0 0¾	Moore Street, Edge-ware Road - R.C.	1 13 4½
Michael's, St., on Wyre Oakenrod - Evening	0 13 10	Pancras, St., Holy Trinity, Boys' and Girls' - C.	7 13 4¾
Pendlebury, Boys' and Girls' - C.	Order to purchase	Ditto, East - "	Order to purchase
Pendleton, St. Thomas's - "	2 19 1	Ditto, Christ Church - "	Ditto.
Preston, St. Thomas's - R.C.	3 10 2	Pimlico, St. Michael's - "	9 15 10¾
Ditto, Fox Street - R.C.	14 16 5¼	Regent Street, Archbishop Tenison's - "	3 10 0¼
Ditto, Walker Street - "	8 0 0¾	Roman Catholic Poor School Committee - C.	39 3 8½
Ditto, Holy Trinity, Boys' - C.	2 10 2¼	Staines - C.	1 10 0¼
Ravenhead, British Plate Glass Company - B.	3 9 8½	Stepney, Holy Trinity - "	Order to purchase
Risley - Presbyterian	1 19 11¾	Tottenham - "	Ditto.
Rochdale, Parish Church and Satterthwaite - C.	Order to purchase	Ditto - Lancastrian	1 16 9¾
Rusland - "	1 16 8¾	Uxbridge - B.	4 1 8¾
Sharples, Messrs. Ashworth's - B.	2 8 0½	Westminster, St. James', Girls' - C.	7 11 8½
Scarth Hill - C.	1 1 9¾	Ditto, Normal Training - W.	1 5 0¾
Scarisbrick - "	1 0 0¾	Ditto, Berwick Street, St. Luke's - Free	5 7 6½
Stretton, Boys' & Girls' - R.C.	Order to purchase	Westbourne - C.	Order to purchase
Towneley - R.C.	1 0 8	Whitelands, National Society's Female Training School - "	Order to purchase
Toxteth, St. James's - C.	Order to purchase		
Warrington - B.	6 8 4¼	MONMOUTHSHIRE.	
Wavertree - "	1 12 6¾	Usk - C.	3 10 3¾
Waterhead - C.	Order to purchase		
Walkden Moor - "	3 2 11¾	NORFOLK.	
Waterloo - "	2 18 11	Burnham Westgate - C.	4 2 5
Withington - "	Order to purchase	Deopham - "	1 4 6
Whittington, Boys' - "	1 13 7		
LEICESTERSHIRE.			
Belgrave - C.	1 12 0¼		
Broughton Astley - "	1 6 2½		

Name and Description of School.	Amount of Grant.	Name and Description of School.	Amount of Grant.
NORFOLK—continued.	£ s. d.	STAFFORDSHIRE—cont.	£ s. d.
Heigham, Infants' - C.	1 10 8	Etruria - - C.	2 10 0½
Lakenham, St. Mark's - "	2 3 4	Hanbury - Endowed	2 12 0
Norwich Model, Boys' - "	8 6 8½	Ipstones - Agricultural	1 6 8
Pockthorpe - "	1 4 0	Kingsbury - Endowed	1 1 8
Sheringham - "	1 16 0½	Lichfield, St. Mary's - C.	1 7 8½
Syderstone - "	1 6 6½	Newcastle-under-Lyne - "	3 17 8¾
Taverham - "	1 6 8½	Norton-en-le-Moors - "	4 0 4½
Usk - "	3 10 3½	Pelsall - "	1 1 1
Walton, West - "	Order to purchase	Rugeley, Prince of Wales' - } Infants'	1 1 3¾
NORTHAMPTONSHIRE.		Stoke-upon-Trent - C.	6 6 8
Northampton, St. Sepulchre's - C.	2 16 8½	Stone, St. Anne - R.C.	2 0 0½
Ditto and Northamptonshire Schoolmasters' Association - "	1 0 0½	Trent Vale - C.	2 4 6½
Northamptonshire North Branch Schoolmasters' Association - "	Order to purchase	Tunstall - W.	Order to purchase
Oundle - B.	5 0 0¾	Wednesbury, St. John's, Girls' - C.	Ditto.
Spratton - C.	1 16 0½	Ditto, St. James' - "	Ditto.
Welford and Sulby - Endowed	2 0 3	Ditto, St. Bartholomew's - "	Ditto.
NORTHUMBERLAND.		Wolstanton - "	4 1 8
Berwick-on-Tweed Charity	5 7 10¾	Wolverhampton, St. Matthew's - "	5 16 6½
Ditto - R.C.	1 13 4½	Ditto, St. Patrick and St. George - R.C.	Order to purchase
Elsdon - C.	1 0 0	Yoxall - C.	2 1 5
Kielder - B.	Order to purchase	SHROPSHIRE.	
Newcastle-on-Tyne Schoolmasters' Association - C.	0 8 4½	Acton Burnell - C.	1 8 3½
Ditto, St. John's - "	Order to purchase	Brampton Brian - "	1 17 4
Ditto, St. Thomas' - "	Ditto.	Diddlebury - "	1 1 2
Netherwitton - "	1 4 0	Eaton Constantine - "	1 13 11¾
Ovington - "	4 3 4	Ellesmere - "	1 12 10½
Shields, North - R.C.	4 1 1¾	Leintwardine - End. Free	4 6 10½
Ditto - Presbyterian	Order to purchase	Lilleshall - C.	2 12 11
NOTTINGHAMSHIRE.		Lodge, St. Martin's in Chirk - "	2 15 4
Collingham, South - C.	Order to purchase	Shrewsbury, St. Julian's and Trinity - "	2 19 10
Dunham - "	1 6 3	Whitchurch - "	Order to purchase
Lowdham - "	3 13 8¾	Wombridge - "	Ditto.
Newark - W.	7 9 11¾	SOMERSETSHIRE.	
Ditto, Christ Church C.	Order to purchase	Bath Abbey and St. James' - } Infants'	4 3 8
Nottingham, St. Mary - R.C.	Ditto.	Ditto, Weymouth House, Boys' & Girls' - C.	11 0 0¾
Ollerton - C.	Ditto.	Ditto, St. Saviour's, Boys' and Girls' - "	5 7 10
OXFORDSHIRE.		Combe Down, Boys' - "	1 0 11
Banbury - R.C.	3 3 4	Frome, Christ Church - "	1 3 0½
Bleckley - C.	1 9 9	Lyncombe, St. Mark's - "	7 3 5½
Cuddesdon - "	Order to purchase	Ditto and Widcombe - "	4 9 10¾
Henley-on-Thames, National and Industrial - Na- }	5 4 6½	Midsomer Norton - "	3 16 7
Launton - C.	Order to purchase	Monteclefe - "	1 5 0½
Nuneham - "	3 6 7¾	Pennard, West - "	1 4 8
Witney - "	3 2 6	Pill - "	1 17 4½
Ditto - W.	3 6 8	Ditto - B.	1 1 10¾
RUTLANDSHIRE.		Pitminster - C.	2 15 6½
Uppingham - C.	2 4 9¾	Portishead - "	1 18 10¾
STAFFORDSHIRE.		Rockwell Green - "	2 0 9½
Audley - W.	2 8 10½	Taunton, Central - "	Order to purchase
Brereton, Boys' - C.	1 10 0¾	Thorne Falcon - "	1 0 0
Betley - "	Order to purchase	Walcot, St. Swithin's - "	10 4 4¾
Bilston, St. Joseph - R.C.	1 8 0¾	Wellington - "	1 16 6¾
Ditto - W.	3 6 8½	Weston - "	3 7 5¾
Ditto, St. Mary's - C.	3 7 4¾	Wooley - "	1 5 0
Bromwich, West, } Summit Foundry - } B.	Order to purchase	Yeovil - "	4 10 7
Ditto, Boys' and Infants' - } W.	Ditto.	SUFFOLK.	
Ditto, Hill Top - "	Ditto.	Hadleigh, Boys' - C.	2 5 10¾
Burslem - "	4 3 4½	Ipswich, Holy Trinity - "	Order to purchase
Ditto - C.	5 3 10¾	Leiston - "	3 6 8
Burton-on-Trent, Christ Church - "	5 18 0½	Sudbury - B.	Order to purchase
Coseley, Christ Church - "	8 8 1¾	Thrandeston - C.	1 11 4¾
		SURREY.	
		Barnes - C.	1 13 4½
		Camberwell, Green - }	2 11 8
		Coat, Girls' - }	

Name and Description of School.	Amount of Grant.	Name and Description of School.	Amount of Grant.
YORKSHIRE—cont.		YORKSHIRE—cont.	
Pudsey, Far Town - C.	£ 1 5 6½	Thurgoland - C.	2 9 6½
Queen's Head - W.	2 18 1	Walmgate, York, Boys' - "	Order to purchase
Red Hill - "	1 11 8½	Warmsworth - "	1 12 11½
Ditto Infants' - "	1 17 7½	Wadsley - "	3 6 3½
Ridgeway - C.	1 10 0½	Welton, Boys' & Girls' - "	3 8 4½
Rotherham, Boys' - "	3 1 1½	Weston, National & Infants' - "	2 1 3½
Ditto Girls' - "	2 4 3	Whitby - C.	Order to purchase
Roystone - "	2 1 0½	Wombwell - "	Ditto.
Staveley - "	1 0 5	Woodhouse, Ne- } Evening	2 0 0½
Slaithwaite, Upper Evening	1 0 10	ther Green - }	
Sheffield, St. Paul's, } C.	Order to purchase	Worsborough Dale - C.	3 3 0
Boys' and Girls' - }		Wortley, Sheffield - "	2 10 0½
Sowerby Bridge - W.	1 19 7½	Yeadon - "	Order to purchase
Thorpe Salvin - C.	1 6 7½	York, Hope Street - B.	4 8 6½

WALES.

ANGLESEY.		FLINTSHIRE.	
Cemaes - B.	3 3 4½	Talacre - R.C.	1 11 8
Holyhead - C.	3 8 8½	Whitford - C.	3 0 8½
Rhosybol - B.	3 2 6	Meliden - "	0 17 0½
BRECKNOCKSHIRE.		GLAMORGANSHIRE.	
Brecon - C.	3 0 4½	Aberdare - C.	3 9 8
CARDIGANSHIRE.		Cardiff, St. Nicholas' - W.	2 6 8
Cardigan, St. Mary's - C.	5 7 7½	Ditto - R.C.	Order to purchase
Cilgerran - "	2 7 6	Ditto St. Mary - "	3 0 0
Eglwysfach - "	1 13 3½	Llantrisant - C.	1 11 10½
Llandygwdd - "	2 13 1½	Maestig - B.	8 19 11½
Llangoedmore - "	Order to purchase	Penydarren Iron } C.	1 14 5
Pen-y-parke - "	1 0 3½	Company - }	Order to purchase
CAERMARTHENSHIRE.		Swansea - "	8 6 9
Bettws - C.	1 4 3	Ditto, Boys' - B.	3 0 1½
Caermarthen, } Lancasterian	5 1 8½	Ditto, Girls' - "	2 0 9
Boys' }		Ynisdcedwyn Iron Works - "	
Ditto, Girls' - "	1 0 5	MERIONETHSHIRE.	
Ditto, Girls' Model - C.	2 15 4	Dolgelly - B.	3 15 0½
Ditto, Boys' Model - "	Order to purchase	Dyffryn - "	4 7 4
Dafeu, Tin Plate Works - "	3 6 8½	Penrhyn - "	1 0 6½
Llandebie - "	4 3 3½	MONTGOMERYSHIRE.	
Llanelli, Copper Works - B.	4 8 8½	Llanidloes - C.	2 0 10½
Llandovery - "	2 0 10½	Llanfyllin - "	3 0 0
CAERNARVONSHIRE.		PEMBROKESHIRE.	
Conway, Boys' & Girls' - C.	Order to purchase	Llawhaden - C.	1 12 3
Llanengan - "	1 8 4½	Milford Haven - Endowed	1 3 6½
Portmadoc - B.	3 6 8	Rhydyberth - C.	3 0 6½
Roe Wen - "	1 0 0	Walton, West, and } "	1 13 4½
DENBIGHSHIRE.		Talbenny - }	
Denbigh - B.	4 3 4½	RADNORSHIRE.	
Gwersyllt - C.	2 10 0½	Heyop - C.	1 5 5½
Llandyrnog - "	2 0 11½	Knighton - "	1 19 11½
Llangollen - "	2 13 7½		
Llanrwst - "	0 15 3½		
Rhos-y-medre - "	1 0 0½		
Ruthin - "	6 8 1½		

ISLE OF MAN.

Anne's, St. - C.	1 12 10½
Douglas - W.	2 10 0½
John's, St. - C.	2 0 0
Kirk Andreas - "	3 15 0

GUERNSEY.

Peter's Port, St., Boys' - C.	1 7 4
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JERSEY.

Jersey, St. James', Girls' - C.	1 15 1
Ditto, St. Mark's - "	4 15 1½

COLONIES.

Canada, Upper, Govt. Schools	Order to purchase
Van Diemen's Land, Government Schools - }	Ditto.

INSPECTORS.

Arnold, M., Esq. - "	1 2 11
Symons, J. C., Esq. - "	Order to purchase
Tinling, Rev. E. D. - "	2 7 0

(No. IV.)

DETAILED STATEMENT OF ANNUAL GRANTS conditionally payable, by Committee of Council on Education, in Year ending 31 October 1852, on account of PUPIL TEACHERS and STIPENDIARY MONITORS (with Names of Apprentices, and current Month in which Annual Examination is to be held); as also in AUGMENTATION OF SALARIES of Certificated Schoolmasters and Schoolmistresses.

** This Statement has been corrected to show the results of all Examinations reported to the Committee of Council before the end of December 1851, but does not include any decisions subsequent to that date.

ENGLAND.*

Name and Denomination of School.	Annual Grants conditionally awarded by Committee of Council on Education.		Month in which Annual Exami- nation is to be held.	Name of Apprentice, and Year of Apprenticeship.			
	In Aug- mentation of Certificated Teachers' Salaries.	In Stipends to Apprentices, and Gratuities to Teachers in- structing them.		Boys.		Girls.	
BEDFORDSHIRE.							
Ampthill - - N.	£ s. d.	£ s. d.	July	F. Ramsay -	5th	E. Coleman -	4th
Ampthill - - B.	- - -	80 10 0	Jan.	J. Line -	2d	H. Marshall -	2d
Aspley Guise - N.	- - -	17 10 0	July	F. Cato -	2d	H. Hartley -	3d
Aspley Guise - B.	- - -	59 0 0	Jan.	J. Harris -	3d	C. Adkins -	3d
Biggleswade (Boys) B.	16 10 0	37 10 0	March	J. Durrant -	3d	M. A. Wood -	2d
Biggleswade (Girls) B.	- - -	20 0 0	"	H. Farmer -	3d	M. Newman (S.M.)	4th
Biggleswade (Girls) B.	- - -	15 0 0	"	- - -	-	- - -	-
Cranfield - - Par.	- - -	17 10 0	Aug.	J. Thorogood -	2d	E. Roberts -	4th
Hockliffe - - N.	- - -	66 10 0	July	R. Woods -	4th	H. Crouch -	3d
Marston - Mortaine N.	18 0 0	42 10 0	"	S. Holman -	4th	- - -	-
and Liddington.	- - -	39 0 0	Jan.	J. Lewis -	4th	- - -	-
Ridgmont - - Wes.	- - -	- - -	"	T. Ford -	3d	- - -	-
	- - -	- - -	"	T. Gosling -	3d	- - -	-
Total - -	34 10 0	395 0 0					
BERKSHIRE.							
Abingdon - - B.	- - -	57 10 0	April	C. F. Graham -	2d	- - -	-
	- - -	- - -	"	T. Mayo -	1st	- - -	-
	- - -	- - -	"	J. Steane -	1st	- - -	-
Ashbury - - N.	- - -	15 0 0	June	G. Crook -	1st	- - -	-
Clewer - - N.	- - -	15 0 0	May	J. Chivers (S.M.)	4th	R. Maskell -	3d
Cookham Dean - N.	- - -	39 0 0	June	J. Whichelow -	1st	J. Maskell -	3d
	- - -	- - -	"	- - -	-	- - -	-
Hanney - - N.	10 0 0	- - -	"	W. Ballard -	2d	H. Wood -	2d
Reading, St. Giles' - N.	11 0 0	76 0 0	"	E. Hunt -	1st	E. Lovegrove -	1st
	- - -	- - -	"	- - -	-	S. Creed -	1st
Speen - - Par.	26 10 0	31 10 0	"	P. T. Freeman -	2d	- - -	-
	- - -	- - -	"	R. Webb -	1st	- - -	-
Sunningdale - - N.	- - -	22 10 0	"	G. Mackay -	4th	S. Pusey -	4th
Thatcham - - B.	- - -	39 0 0	April	- - -	-	L. Nailer -	2d
Wantage - - Wes.	- - -	39 0 0	"	T. Huggins -	3d	- - -	-
	- - -	- - -	"	J. Holmes -	3d	- - -	-
Windsor - - N.	21 10 0	167 10 0	June	J. J. Mercier -	4th	M. Wiggins -	5th
	- - -	- - -	"	G. L. Annett -	4th	A. Haddon -	4th
	- - -	- - -	"	G. Gwinn -	4th	S. Taylor -	4th
	- - -	- - -	"	T. Renn -	3d	M. Wheeler -	3d
Windsor, Old - - N.	- - -	35 0 0	May	J. F. Arnold -	1st	M. Willis -	3d
Windsor, St. Mark's - N.	21 10 0	44 0 0	June	W. Whittington -	4th	- - -	-
	- - -	- - -	"	S. Haddon -	4th	- - -	-
Windsor Park, Royal N.	- - -	51 10 0	Aug.	D. Sykes -	2d	E. E. Maynard -	2d
School.	- - -	- - -	"	- - -	-	A. W. Tait -	2d
Windsor - - P.U.	- - -	12 10 0	Feb.	J. Hagen -	3d	- - -	-
Winkfield, Industrial	15 0 0	- - -	"	- - -	-	- - -	-
	- - -	- - -	"	- - -	-	- - -	-
Total - -	105 10 0	645 0 0					

*NOTE.—The letter N. denotes that the school is in connexion with the National Society, or with the Church of England; B., British and Foreign School Society; H.C., Home and Colonial School Society; Wes., Wesleyan Methodists; Par., Parish; P.U., Parochial Union; R.C., Roman Catholic Poor-School-Committee; and (S.M.) denotes that the apprentice is a Stipendiary Monitor.

Name and Denomination of School.	Annual Grants conditionally awarded by Committee of Council on Education.		Month in which Annual Exami- nation is to be held.	Name of Apprentice, and Year of Apprenticeship.	
	In Aug- mentation of Certificated Teachers' Salaries.	In Stipends to Apprentices, and Gratuities to Teachers in- structing them.		Boys.	Girls.
BUCKINGHAMSHIRE.					
Aylesbury - N.	20 0 0	25 0 0	May	J. Cheese - 5th	
Aylesbury - B.	-	69 10 0	March	J. Moscrop - 5th	
				J. Copcutt - 5th	
				W. B. Farr - 4th	
Beachampton - N.	-	22 10 0	June	T. Mitchell - 4th	
Bierton - N.	-	17 10 0	"	G. Wright - 2d	
Claydon, Middle - Par.	-	20 0 0	"	H. King - 3d	
Datchet - N.	-	67 0 0	May	-	M. A. Hill - 5th
					L. Rollins - 4th
					E. Asslin - 4th
High Wycombe - B.	-	105 10 0	Jan.	S. Lipscombe - 4th	
				G. Lance - 4th	
				J. Beck - 4th	
				G. Ringsell - 4th	
				E. Thorne - 4th	
Iver - N.	-	17 10 0	June	R. Bryan - 2d	
Langley Marish - N.	-	20 0 0	July	-	
Marlow, Great - N.	15 0 0				C. Humphries - 3d
Princes Risborough - B.	-	17 10 0	March	T. George - 2d	
Stoke Pogis - N.	-	71 10 0	May	G. W. Marsh - 5th	S. Hearne - 4th
				C. Buckland - 5th	
Upton-cum-Chalvey. - N.	-	40 0 0	June	G. Pitt - 2d	J. Farr - 4th
Waddesdon - N.	16 10 0	29 0 0	"	G. Taylor - 1st	
				J. Holland - 1st	
Waddesdon - B.	20 0 0	103 0 0	April	W. King - 5th	
				D. Adams - 5th	
				J. Jones - 3d	
				W. Grundy - 3d	
Whitchurch - Wes.	-	57 0 0	March	T. Humphrey - 3d	
				H. Reeves - 3d	
				S. Clark - 3d	
				T. Durley - 3d	
Total -	71 10 0	632 10 0			
CAMBRIDGESHIRE.					
Cambridge (Barnwell). - N.	16 10 0	167 10 0	April	T. Daffin - 5th	E. Newland - 5th
				W. Barnard - 4th	A. Moore - 5th
				L. M. Leader - 2d	E. Dean - 5th
				T. Bennett - 1st	R. Blott - 4th
Cambridge - B.	-	177 10 0	Feb.	W. Peck - 4th	S. Knott - 5th
				J. Henry - 4th	L. J. Fromant - 5th
				W. G. Robinson - 4th	E. Freeman - 5th
				A. Pain - 4th	
				E. Binder - 4th	
Cambridge (Castle End), St. Peter's. - N.	-	29 0 0	April	A. J. Ray - 1st	
Cambridge, King Street. - N.	-	41 10 0	"	A. Read - 1st	
Cambridge, St. Giles' - N.	-	29 0 0	"	-	A. Everett - 4th
				-	A. Masterson - 3d
				-	A. S. Faircloth - 1st
Cambridge, St. Paul's, Union Road. - N.	16 10 0	162 10 0	"	M. A. Rayner - 1st	
				J. C. Easton - 5th	M. A. Moore - 5th
				H. Stevens - 5th	L. Payne - 4th
				W. Brooks - 3d	S. Matthews - 4th
				G. Talraham - 2d	
				H. White - 1st	
Comberton (Girls) - N.	10 0 0	20 0 0	May	-	M. Matthews - 3d
Duxford - N.	-	50 0 0	March	C. Stubbing - 5th	F. Livermore - 5th
Ely - N.	-	59 10 0	April	J. Gadsby - 4th	
				W. Gray - 4th	
				H. Jackman - 2d	
Guilden Morden - N.	-	35 0 0	"	W. Hinkins - 2d	S. A. Mead - 2d
Haddenham, Industrial. - N.	-	15 0 0	"	-	A. Ground (S. M.) - 4th
Haddenham - B.	-	44 0 0	Feb.	-	E. Markwell - 5th
					S. A. Roberts - 3d

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Linton - - N.	£ s. d.	£ s. d.	April	J. Conder -	1st		
Over - - N.	- -	15 0 0	"	D. Hall -	5th		
Swavesey - - N.	- -	46 10 0	"	W. Day -	4th		
Thorney Abbey - N.	20 0 0	64 0 0	"	T. Beaumont -	3d	B. Hephher -	5th
Toft and Caldecote N.	- -	44 0 0	March	J. Dodson -	3d		
Trumpington - N.	- -	22 10 0	April	H. Hobbs -	4th		
Wisbeach, St. Pe- ter's. N.	18 0 0	20 0 0	"	W. Barfoot -	4th		
		60 0 0	"	J. Constable -	3d	S. Warboys -	4th
			"	T. Arnold -	2d		
			"	H. Pratt -	2d		
			"	F. Russell -	1st		
			"	J. Colman -	1st		
Total - -	81 0 0	1102 10 0					
CHESHIRE.							
Acton - - N.	15 0 0	175 0 0	June	A. Nicklin -	5th	A. Wilkinson -	5th
				W. Sommers- gale.	5th	M. Randall -	4th
Astbury - - N.	23 0 0			J. Wilkinson -	5th	S. Austin -	4th
Barnton - - N.	- -	17 10 0	July	H. Goodall -	5th	C. Nevitt -	1st
Birkenhead, St. John's. N.	12 0 0	31 10 0	"	M. Worth -	2d		
Birkenhead, Tri- nity. N.	- -	54 0 0	"	J. M'Donald -	2d		
Bollington - N.	29 0 0	88 10 0	Oct.	T. Beckett -	1st		
				J. W. Black -	3d	S. Ambrose -	3d
				J. Gouldson -	1st		
				J. Allen -	4th	Martha Wright	2d
				J. Fernley -	3d	Mary H. Crab- tree.	2d
						E. A. Dale -	1st
Carrington, Earl Stamford's. N.	16 10 0						
Chester Ch.Ch. - N.	- -	44 0 0	June	W. Stanyer -	5th		
Chester, Diocesan - N.	15 0 0	31 10 0	"	W. Mainwaring	3d		
				Henry Darling- ton.	2d		
				J. J. Darling- ton.	1st		
Chester, Grosvenor - N.	- -	15 0 0	"	J. Kenrick -	1st		
Chester, Practising - N.	15 0 0	49 0 0	May	W. Snelson -	5th		
				T. Harrobin -	5th		
Christleton - Par.	16 10 0						
Church Lawton - N.	- -	70 0 0	"	- - -	-	E. Mollatt -	3d
						C. A. Harvey -	3d
						E. Cooper -	2d
						E. N. Phillips -	2d
Congleton, St. N.	- -	36 10 0	Dec.	J. Gill -	4th		
James'. N.	- -	15 0 0	"	W. Stubbs -	1st		
Congleton, St. Ste- phen's. N.	- -	216 10 0	June	A. J. Brooks -	1st		
Crewe - - N.	40 0 0			J. Hill -	5th	M. Bimson -	5th
				J. Bimson -	5th	E. Hesketh -	5th
				J. Doyle -	1st	M. Beech -	4th
						J. Park -	4th
						S. Thomas -	4th
						J. Doyle -	4th
						M. M'Donald -	4th
Dukinfield, Factory - B.	- -	42 0 0	Oct.	E. Williamson	1st		
				J. J. Dutton -	1st		
				J. Bromley -	1st		
Dukinfield, St. N.	18 0 0	131 10 0	Sept.	J. H. Norris -	5th	J. Cotterill -	4th
John's. N.	- -			S. Brooks -	5th	H. Mottram -	3d
				E. Kinder -	4th		
				R. Booth -	4th		
Dukinfield, St. N.	- -	56 10 0	Oct	W. Wheeler -	4th	E. Taylor -	1st
Mark's. N.	- -			E. Sellars -	3d		

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Godley-cum-New- ton Green. N.	£ s. d.	£ s. d.	Sept.	A. Oldham	2d	M. Heywood	1st
Grappenhall - N.	-	66 10 0	July	W. Daintilth	4th	A. Atherton	4th
Handforth - - N.	-	15 0 0	Aug.	J. R. Lewis	4th		
Hoose or Hoylake N.	-	25 0 0	July	J. Walsh	1st		
Hurdsfield - - N.	-	75 10 0	Oct.	D. Nicholson	5th	M. Swindells	2d
				H. Hall	4th	M. Robertshaw	1st
Leighton and Min- shull Vernon. N.	-	44 0 0	Aug.	T. Homes	4th		
Macclesfield, Ch. Ch.-N.	15 0 0	57 0 0	Dec.	W. Dodd	4th		
				B. Bennett	4th		
				J. Chadwick	4th		
				J. S. Bayley	3d		
				D. Dale	2d		
				D. Armstrong	3d	M. Barton	3d
Macclesfield, Old - N.	-	40 0 0	Nov.				
Church.				J. Kearney	4th	E. Ward	1st
Macclesfield, St. R.C.	15 0 0	56 10 0	Aug.	W. McCornick	3d		
Alban.				G. Revett	2d		
Middlewich - - N.	-	17 10 0	June	J. Carrington	5th	M. Heath	1st
Nantwich - - N.	16 10 0	84 10 0	"	T. Chesters	5th		
				J. Topham	4th		
Nantwich - - Wes.	-	65 0 0	Oct.	H. Bowker	3d		
				W. Corns	3d		
				J. Bryn	1st		
				G. Done	1st		
Northwich - N.	14 0 0			W. Winstanley	2d		
Northwich - Wes.	-	31 10 0	"	J. Joynson	1st		
Over Lane - - Wes.	-	16 10 0	"	J. Thompson	2d		
				(S.M.)			
Poynton - - N.	10 0 0	131 10 0	"	J. Kaye (S.M.)	1st	M. Daniel	5th
				R. Clayton	5th	M. Downes	4th
				J. W. Fletcher	5th	E. Taylor	1st
Runcorn - - N.	-	15 0 0	Dec.	S. Buckley	5th		
Runcorn - - Wes.	-	46 10 0	Oct.	J. Foulkes	1st		
				W. Mouldsdale	2d		
				J. Taylor	2d		
				W. Dutton	2d		
Runcorn, Trinity, N.	-	49 0 0	Dec.	-	-	M. Taylor	2d
						M. Ormson	1st
						J. Kirkham	2d
Sandbach - - N.	15 0 0	254 10 0	June	S. Cooke	5th	A. Shore	5th
				P. Lea	5th	H. Corbishley	5th
				J. Kitson	5th	H. Yarwood	4th
				J. Twenlow	5th	E. Lea	4th
				T. Parry	4th	A. Whitting- ham.	3d
				M. Burgess	1st	M. Brereton	2d
Siddington and N.	-	46 10 0	Aug.	T. Barker	5th		
Capesthorpe.				W. G. Lamb	4th		
Staley, St. Paul's N.	-	131 10 0	Oct.	J. A. Gould	5th	E. Reynolds	4th
				J. Swallow	4th	S. Jameson	4th
				N. Moss	4th		
				G. Watson	4th		
Staley, Millbrook, N.	-	22 10 0	"	W. H. Walker	4th		
St. Paul's.							
Stockport - - B.	21 10 0	39 0 0	"	J. Burgess	3d		
				D. Hammond	3d		
Stockport - - R.C.	-	34 0 0	Dec.	M. J. Stafford	2d		
				A. J. Marsden	2d		
Stockport, St. N.	-	49 0 0	Oct.	J. Akers	5th		
Thomas'.				C. Worthen	5th		
Stretton - - N.	-	42 10 0	Aug.	R. Gibbins	3d	J. Ashton	4th
Tarporley - - N.	-	41 10 0	June	W. Stockton	4th		
				J. Lydiatt	3d		
Taxal and Fermilee N.	-	15 0 0	Oct.	Arthur Bennett	1st		
Tintwistle - - B.	-	44 0 0	"	G. Caukill	2d		
				R. Pickford	2d		
				D. Boyer	1st		

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Wharton - N.	£ s. d.	£ s. d.	Sept.	J. Jameson -	1st		
Witton - N.	25 0 0	165 10 0	Aug.	R. Southerton -	4th	H. Jones -	5th
				T. Hough -	3d	S. Jones -	5th
				H. Jackson -	2d	M. Reade -	3d
				H. T. Bloor -	2d	E. Dale -	1st
				J. Brown -	1st		
<i>Total</i> - -	332 0 0	2843 10 0					
CORNWALL.							
Altarnun - - N.	- -	10 0 0	July	S. Downing (S.M.)	2d		
Austell, Saint - N-	- -	34 0 0	Aug.	W. B. Edwards	2d		
Baldiu or Baldhu - N.	- -	39 0 0	July	W. Williams -	2d		
Bodmin - - Wes.	16 10 0	20 0 0	Dec.	J. Northey -	3d		
Bottoms - - Wes.	- -	15 0 0		R. Kent -	3d		
Breage, Saint - N.	18 0 0	44 0 0	Aug.	N. Ellery -	3d		
				B. Prowse -	1st		
				T. T. Ridding- ton.	5th		
Buryan, Saint - N.	- -	17 10 0		J. F. Kitto -	3d	G. Gilbert -	2d
Chacewater - N.	- -	56 10 0	July	- - -	-	J. Tippet -	2d
Constantine - B.	- -	75 10 0	Dec.	T. Tyack -	3d		
Crowan - - N.	- -	52 0 0	July	L. Tiddy -	3d	J. Phillips -	2d
				W. Reynolds -	4th	J. Edwards -	1st
				R. Bowden -	4th	E. Pascoe -	3d
				- - -	-	A. Goldsworthy	1st
Erth, Saint - - N.	20 0 0	59 0 0	"	W. T. Warren	4th	M. A. Jenkyn -	1st
Ewe, Saint (Eclectic) N.	18 0 0	44 0 0	Aug.	J. F. Pascoe -	2d	E. Morley -	3d
Falmouth - - B.	16 10 0	162 10 0	Dec.	J. Dugay -	5th		
				J. Williams -	3d	M. Harding -	3d
				W. Roberts -	5th	A. Pellowe -	3d
				T. M. Horskin	5th		
				J. King -	4th		
				J. C. Carter -	3d		
				F. Lowry -	3d		
				C. Rashleigh -	3d		
Gwennap, Church N.	- -	34 0 0	Aug.	Jas. F. Mitchell	3d		
Town.				P. Rogers -	1st		
Helston - - Wes.	18 0 0	20 0 0	Dec.	C. A. Gill -	3d		
Hessenford, St. N.	- -	49 0 0	Aug.	- - -	-	A. Piper -	5th
Anne's						E. Pearce -	5th
Illogan (Boys) - N.	21 10 0	59 10 0	"	W. J. Richard	5th		
				J. Trevarthen	3d		
				R. Vivian -	2d		
Ives, Saint - - Wes.	23 0 0	51 10 0	Dec.	W. S. Dewstoe	2d	E. Daniel -	2d
Just, Saint, in Pen- N.	- -	29 0 0	Aug.	J. John -	2d		
with.				W. S. Tregear -	1st		
Kenwyn (Truro) N.	13 0 0	59 10 0	"	E. Goman -	1st		
St. George's.				- - -	-	M. A. Cross- man.	4th
Launceston - N.	- -	75 10 0	May	R. M. Dorrent	3d	F. A. Williams	4th
Liskeard - - B.	15 0 0	77 0 0	Dec.	J. Y. Atkins -	2d	S. Williams -	2d
				J. Thomas -	4th	J. Beal -	3d
				W. R. Elliott -	4th	E. May -	3d
				L. Martin -	2d	J. Savery -	2d
Mousehole - - Wes.	- -	72 10 0	"	M. Wright -	3d		
				J. Madson -	3d		
				J. A. Mitchell -	3d		
				E. S. Harris -	2d		
Mylor Bridge - N.	- -	87 10 0	Aug.	J. James -	5th		
				J. S. Mitchell -	4th		
				T. Blarney -	4th		
				J. Pascoe -	4th		
Pendeen - - N.	- -	15 0 0	"	J. Trembath -	1st		

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Penryn - - - N.	£ s. d. - - -	£ s. d. 59 10 0	Aug.	J. Ninness - 4th			
				E. Rapson - 4th			
Penryn - - - Wes.	- - -	29 10 0	Dec.	J. Cuttance - 2d			
				H. Young - 1st			
Penzance - - - Wes.	16 10 0	54 10 0	"	W. J. R. Vivian - 1st			
				J. Reynolds - 3d			
				J. Rowe - 3d			
Redruth - - - N.	- - -	31 10 0	Aug.	T. Bonetot - 2d			
				J. Richards - 2d			
Scilly Isles, St. N.	15 0 0	54 0 0	July	W. Rodda - 1st			
Mary's.	- - -	- - -		H. Hicks - 2d	C. Jenkins - 3d		
Stratton - - - N.	- - -	49 0 0	June	A. Banfield - 2d			
				J. Aishton - 2d	C. Jenkins - 2d		
Tresco (Scilly) - N.	- - -	41 10 0	July	W. V. Lyle - 1st			
				J. Nicholls - 4th			
Trevenson - - - N.	18 0 0	62 0 0	Aug.	M. Jenkin - 3d			
				R. Hancock - 5th			
				J. Gribble - 4th			
Trevenson Pool - N.	16 0 0	36 10 0	"	W. F. Mill - 2d			
				C. Endey - 4th			
Truro - - - B.	15 0 0	216 10 0	Dec.	E. J. Oke - 1st			
				P. Tresedor - 5th	F. Williams - 4th		
				C. Cock - 4th	E. Jones - 4th		
				W. H. Jewell - 4th	R. Hallot - 3d		
				J. Cock - 4th	L. Crewes - 1st		
				W. H. Bekenna - 4th	E. Ellicott - 1st		
Truro (Cornwall) N.	33 10 0	162 0 0	Aug.	T. O. Taylor - 4th			
Central.	- - -	- - -		P. Richards - 5th	M. Downe - 5th		
				C. Green - 5th	I. Eyre - 5th		
				W. Porter - 4th	L. Drew - 5th		
Truro, St. Mary's N.	- - -	47 0 0	"	J. Kitto - 4th			
				W. Daddo - 2d			
				J. R. Sargent - 2d			
Tuckingsmill, All N.	- - -	32 10 0	"	J. Brown - 1st			
Saints.	- - -	- - -		W. Jenkin - 2d	E. A. Rogers - 1st		
<i>Total</i> - - -	293 10 0	2134 10 0					
CUMBERLAND.							
Brampton - - - N.	21 10 0	52 0 0	Oct.	J. Parker - 3d			
				I. Swallow - 2d			
Brigham (Keswick) N.	- - -	29 0 0	"	W. Sloan - 2d			
				J. Routledge - 1st			
Carlisle - - - B.	27 0 0	98 10 0	June	R. Burgess - 1st			
				G. Watson - 5th	J. Irving - 3d		
				J. Brown - 4th	A. Malcolm - 2d		
Carlisle, Central, N.	- - -	65 10 0	Oct.	T. Woodall - 4th	M. Nelson - 2d		
Diocesan.	- - -	- - -		J. Nicholson - 3d	R. Sherrington - 3d		
Carlisle, Ch. Ch. - N.	- - -	98 0 0	"	W. Atkinson - 3d	M. Hughes - 3d		
				J. Mitchell - 3d	M. Atkinson - 3d		
Carlisle, Fawcett - Ch.	15 0 0	47 0 0	"	T. Moffatt - 3d	A. Hamer - 3d		
				W. Irving - 1st			
Carlisle, Trinity - N.	- - -	109 0 0	"	G. M. Mullen - 1st			
				E. Wyburgh - 4th	S. Bell - 4th		
				J. Thorpe - 4th	J. A. Graves - 2d		
Cockermouth - N.	15 0 0	41 10 0	"	J. Crawford - 1st	J. Railton - 1st		
				W. Coulthard - 4th			
Greystoke - - - N.	- - -	22 10 0	"	G. Davidson - 3d			
Holmhead - - - B.	15 0 0	54 10 0	May	G. Wilson - 4th			
				I. Raper - 3d			
				J. Todd - 3d			
Keswick, St. John's - N.	- - -	15 0 0	Oct.	J. Eddy - 2d			
Leadgate in Alston - N.	- - -	20 0 0	"	T. Pattinson - 3d	S. Hutchinson - 1st		

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Maryport - - B.	£ s. d. 18 0 0	£ s. d. 54 0 0	June	R. Lane -	5th	M. A. Reay -	1st
Penrith - - B.	- - -	36 10 0	"	W. Hine -	1st		
Penrith - - Wes.	15 0 0	44 0 0	"	J. Gregg -	3d		
Stanwix - - N.	- - -	147 0 0	Oct.	H. Tyson -	2d		
				J. Edger -	4th		
Whitehaven - P.U.	- - -	21 10 0	"	T. Matthews -	4th	H. Lowry -	4th
Whitehaven, Trinity.	16 0 0	81 0 0	"	G. M'Whan -	4th	M. Bell -	4th
				W. Holliday -	4th	H. Maxwell -	4th
				W. Dalston -	4th	E. Story -	3d
				T. Routledge -	2d		
				W. Lucas -	2d		
				T. Tidyman -	2d	A. Watson -	2d
				J. Moore -	2d	M. Nelson -	2d
						E. Nicholson -	1st
Total - -	142 10 0	1036 10 0					
DERBYSHIRE.							
Alfreton - - N.	- - -	17 10 0	Aug.	- - -	-	M. Steer -	2d
Ashbourne - - N.	- - -	22 10 0	July	J. Hodgkinson -	4th		
Belper - - N.	10 0 0	60 10 0	"	J. A. Smith -	2d	A. Spencer -	1st
Belper - - P.U.	- - -	11 5 0		A. Smith -	1st	E. Marshall -	1st
Belper - - Wes.	20 0 0	39 0 0	Nov.	W. Alton -	2d		
				A. Kent -	3d		
				S. Walker -	3d		
Borrowash (Infants) N.	- - -	22 10 0	July	- - -	-	H. Lomax -	4th
Brailsford - - N.	15 0 0	39 0 0	"	C. Alcock -	4th		
				W. Alcock -	2d		
Chapel-en-le-Frith N.	- - -	45 0 0	"	S. Goodwin -	5th	M. Barrow -	3d
Charlesworth - N.	23 0 0						
Chesterfield, Vic- toria.	14 0 0	47 0 0	"	- - -	-	E. Orr -	2d
						H. Smith -	2d
						S. Chadwick -	1st
Derby - - - B.	13 0 0	182 10 0	Nov.	W. Gee -	4th	H. Potts -	5th
				G. Fearn -	4th	M. Potts -	4th
				C. Forman -	4th	A. Standley -	2d
				A. Smith -	4th	C. Hall -	2d
				J. Bacon -	3d		
Derby, Curzon St. N.	16 10 0	208 10 0	Aug.	J. Hardy -	5th	A. Bowmer -	5th
				W. Capewell -	5th	L. Warrington -	5th
				D. Brearley -	5th	L. Bourner -	3d
				T. Barton -	5th		
				J. Thompson -	4th		
				J. Mitchell -	1st		
				H. W. Walpole -	1st		
Derby, St. Joseph - R.C.	- - -	36 10 0	March	- - -	-	M. Peterson -	3d
Derby, St. Peter's - N. (Traffic Street).	- - -	97 10 0	Aug.	W. Bryant -	4th	B. Murray -	2d
				J. T. R. Har- rison.	4th	M. Mason -	1st
				S. Burley -	4th		
Derby, Trinity - N.	18 0 0	286 0 0	"	J. H. Crooks -	3d	E. Evans -	4th
				F. Hardy -	5th	C. Healey -	4th
				T. Platt -	4th	E. Smith -	3d
				T. Paling -	4th	A. Hall -	3d
				C. Shardlow -	4th	C. Brookhouse -	3d
				W. Edwards -	3d	E. Rice -	3d
				G. T. Ducker -	3d	M. Healey -	2d
				A. Hansom -	2d	S. A. Boot -	2d
						S. Adams -	4th
Doveridge (Girls) - N.	- - -	22 10 0	"	- - -	-	H. Poole (S.M.)	2d
Eaton, Little - N.	20 0 0	32 10 0	"	J. Rowland -	4th	E. Brunt -	4th
Edensor - - Par.	16 0 0	22 10 0					
Hathersage - N.	- - -	20 0 0	July	T. Littlewood -	3d		
Hazlewood - - R.C.	11 0 0	15 0 0	March	- - -	-	M. Banks -	1st
Ilkeston - - N.	- - -	44 0 0	Aug.	M. Newton -	1st	E. Longdon -	1st
				J. Orchard -	1st		

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Measham - N.	£ s. d. 18 0 0	£ s. d. 57 0 0	May	G. Sharley - 3d W. Priestland - 3d T. Sharp - 3d			
Milford - B.	15 0 0	109 0 0	Dec.	J. Chadwick - 4th B. Cooper - 2d D. Alldread - 2d	E. Sims - 4th E. Hobson - 2d M. Poundall - 2d S. F. Abbotts - 3d		
Newhall - N.	- - -	20 0 0	Aug.	- - -			
New Mills - Wes.	15 0 0	15 0 0	April	P. Gould - 1st			
Ockbrooke - N.	- - -	69 10 0	Aug.	T. Chambers - 5th J. Jerrom - 5th S. Millward - 4th			
Osmaston (Mixed) N.	- - -	52 0 0	July	W. Maskery - 3d T. Cook - 2d H. Brown - 2d W. Righton - 3d E. Ogle - 2d W. Arthur - 1st C. Fox - 5th			
Ripley - N.	18 0 0	49 10 0	"				
Shardlow - Par.	- - -	25 0 0	"				
Shirland - N.	15 0 0						
Smalley - N.	- - -	46 10 0	Aug.	C. Kerry - 5th W. Johnson - 4th			
Spondon - N.	- - -	25 0 0	"	- - -	L. Madocks - 5th		
Stoney Middleton - N.	16 10 0						
Sudbury, Lady Ver- non's. N.	13 0 0	49 0 0	"	- - -	E. Charlton - 5th J. Rogers - 5th		
Total - -	288 0 0	1789 5 0					
DEVONSHIRE.							
Appledore - N.	- - -	42 0 0	June	- - -	H. Clibbett - 1st T. Cutland - 1st M. A. Lemon - 1st S. Hoare - 3d E. Wilkinson - 1st E. J. Purchase - 3d M. J. Phillips - 3d		
Axminster - N.	15 0 0	75 10 0	April	S. B. Shopland - 4th J. Chick - 3d			
Barnstaple (Girls) N.	11 0 0	39 0 0	May	- - -			
Barnstaple (Boys) N.	- - -	15 0 0	"	W. Jones - 1st			
Endowed.							
Barnstaple - Wes.	15 0 0						
Bideford - B.	- - -	57 0 0	Dec.	F. Sweet - 2d J. Crossman - 2d W. H. Griffey - 1st W. B. Newman - 4th S. Hore - 2d W. Saunders - 3d J. Carpenter - 3d	F. P. Trick (S.M.) - 2d		
Bideford, Long- bridge. N.	- - -	39 0 0	May				
Chittlehampton - N.	- - -	20 0 0	"				
Dawlish - N.	- - -	20 0 0	March				
Devonport, Royal Naval & Military Free School.	- - -	29 0 0	Dec.	J. Carpenter - 3d			
Devonport, St. James'. N.	21 10 0	69 10 0	March	J. J. Coe - 3d T. H. Full - 3d J. P. Wills - 2d J. W. Gosling - 1st	E. A. Roach - 1st L. Key - 1st M. J. Hayward - 1st		
Devonport, St. Stephen's. N.	- - -	15 0 0	April				
Dittisham - N.	- - -	15 0 0	"	- - -	M. G. T. Beer - 1st		
Dodbrook - N.	- - -	15 0 0					
Drewsteignton - N.	- - -	25 0 0	May	C. Davis - 1st S. Mardon - 5th D. Powell - 4th H. Venner - 3d T. H. Scott - 3d J. Reeves - 2d T. Parr - 2d			
Elmore - B.	- - -	90 10 0	Dec.				
Exeter - N.	- - -	129 10 0	March	J. Gillard - 4th J. M'Kenzie - 3d J. Bedford - 3d E. Hallett - 3d F. Mugford - 4th S. Warren - 3d S. Boundy - 3d C. H. Satterley - 1st	E. Martin - 3d M. A. Hooper - 3d A. Coleman - 1st		
Exeter and Devon, Central. N.	20 0 0	106 10 0	"		S. J. Martin - 2d M. A. Weeks - 2d		

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Exeter, Episcopal - N.	£ s. d. 21 10 0	£ s. d. 134 10 0	March	J. Keenor - 4th	C. Payne - 3d	W. Cousins - 4th	R. J. Weeks - 2d
				W. Callaway - 4th		W. T. Davey - 3d	
				W. Ashford - 2d		T. Sharland - 3d	
Exeter, Mint Lane - Wes.	18 0 0	96 0 0	Dec.	C. H. Moxey - 3d	E. S. Upright - 3d	C. J. C. Gardiner - 3d	M. M. Chanter - 3d
Exeter - P.U.	- - -	27 10 0	Nov.	B. Dyer - 4th	M. Smith - 4th		
Exeter, St. Thomas' - P.U.	- - -	10 0 0	Aug.	W. Cox - 1st			
Exmouth - N.	- - -	22 10 0	March	W. Fletcher - 4th			
Ilfracombe - N.	12 0 0	80 0 0	May	W. H. Catford - 4th	J. Williams - 3d	J. Dart - 4th	M. A. Pugsley - 2d
Kingsbridge and B. Dodbrooke.	10 0 0	63 0 0	Dec.	C. H. Damerell - 1st	J. Taylor - 2d	S. Wills - 1st	J. Rundle - 2d
Kingsteignton - N.	- - -	10 0 0	April	W. Wyatt (S.M.) - 2d			
Lamerton - Par.	- - -	15 0 0	"	H. D. Rickard - 1st			
Milton Abbott (Free) - N.	21 10 0	66 10 0	"	G. Bickle - 5th	A. Pedlar - 3d	E. Hart - 4th	
Moulton, South - N.	23 0 0	30 0 0	June	J. Ward - 1st	M. Selley - 1st		
Moulton, South - Wes.	18 0 0						
Northam - N.	- - -	15 0 0	"	- - -	E. Harris - 1st		
Pilton - N.	- - -	25 0 0	"	J. Holmes - 5th			
Plymouth, Charles - N.	20 0 0	166 0 0	April	R. J. Heathman - 3d	L. Pillar - 2d	J. Jewell - 3d	M. J. Bassett - 2d
				J. Bunsaul - 3d	E. Beale - 2d	J. Roberts - 2d	M. Binns - 1st
				J. Bolt - 2d		J. Damerell - 2d	
				J. H. M. Dix - 5th	E. Damerell - 4th	J. Nott - 5th	S. Barnicott - 4th
Plymouth Public School.	- - -	367 10 0	Dec.	J. S. Everett - 5th	S. Woolcocks - 3d	J. S. Wonnacott - 5th	J. E. Webb - 3d
				W. Cox - 4th	L. Phillips - 1st	G. Cox - 4th	
				W. L. Shears - 4th		J. Bowerman - 4th	
				W. H. Buncehall - 4th		T. R. Wonnacott - 4th	
				W. E. Eastlake - 4th		T. H. Popplestone - 4th	
				G. C. Beer - 2d		B. Newbury - 4th	
Plymouth, St. Andrew's.	- - -	22 10 0	April	C. J. S. Dawe - 4th	E. Belbin - 2d	E. J. R. Willcocks - 4th	
Plympton, St. Mary's.	- - -	61 10 0	"	F. S. Price - 1st	E. J. Baker - 1st		
Plymstock - N.	- - -	30 0 0	"	- - -	L. Adams - 4th		
Stoke Damerel - B.	- - -	41 10 0	Dec.		M. A. Farthing - 3d		
Stonehouse - N.	- - -	31 10 0	March	S. J. Cox - 2d			
				G. Hele - 1st			
Stonehouse - Wes.	16 10 0	22 10 0	Dec.	W. Seaton - 4th			
Tavistock - N.	29 0 0	122 0 0	April	I. Merrifield - 4th	M. A. Yelland - 4th	W. Harvey - 1st	D. Williams - 3d
				I. Moyses - 1st	E. Monk - 3d		G. Mayne - 2d
Tavistock - B.	- - -	44 0 0	Dec.	T. Knight - 1st	H. Cawker - 1st	A. Pearce - 1st	
				J. Marshall - 5th	E. Newton - 5th	J. N. Clement - 4th	E. James - 4th
Tiverton - B.	15 0 0	296 0 0	"	J. H. Walter - 4th	E. E. Brimson - 4th	C. Wood - 4th	S. E. Gray - 4th
				W. Churchill - 4th	L. Tapson - 4th	S. J. Pugh - 4th	M. A. Cox - 3d
				S. Rooks - 4th	J. Hooper - 3d		S. Anning - 2d
Tiverton, Bampton Street, (Infants).	13 0 0	49 10 0	"	- - -	S. N. Windeatt - 2d		M. A. Hodge - 2d

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Torquay - - N.	£ s. d. 18 0 0	£ s. d. 54 10 0	April	W. Morgan -	3d		
				J. Hellyer -	3d		
				J. Satchwill -	2d		
Woolborough and N. Highweek.	- -	22 10 0	March.	T. Taylor -	4th		
<i>Total</i> - -	318 0 0	2729 0 0					
DORSETSHIRE.							
Blandford - - N.	15 0 0	116 10 0	Sept.	T. Morey -	5th	S. Kail -	2d
				T. H. Lanning -	4th	S. E. Lance -	2d
				J. Hillier -	4th		
				W. J. Bond -	2d		
Bridport, General B.	- -	42 0 0	Dec.	W. Bassett -	1st		
				N. Hardy -	1st		
				J. Cox -	1st		
Broadwindsor - N.	- -	39 0 0	Feb.	T. Chick -	3d		
				W. B. Hopkins -	3d		
Corfe Castle - B.	- -	44 0 0	May	J. Hibbs -	5th		
				G. Rennison -	3d		
Corscombe - - N.	10 0 0	41 10 0	Feb.	- -	-	E. Cox -	4th
						E. Daw -	3d
Dorchester - - N	15 0 0	63 0	Oct.	R. J. Dennis -	2d	E. Baker -	2d
				C. J. Major -	1st	E. Old -	1st
Enmore Green - N	- -	36 10 0	Dec.	- -	-	E. S. Lush -	3d
						S. A. Sims -	2d
						M. A. Lloyd -	3d
Gillingham - - N.	- -	20 0 0	Nov.	- -	-		
Lyne Regis - - N.	- -	17 10 0	Sept.	C. M. Hoare -	2d		
Lyne Regis - - B.	- -	51 10 0	Nov.	W. Moore -	2d	C. J. Baker -	2d
				C. H. Berry -	2d		
Osmington - - N.	- -	15 0 0	Sept.	- -	-	J. Hurst (S.M.)	4th
Rampisham - - N.	- -	22 10 0	"	- -	-	S. A. Neale -	4th
Shaftesbury - - N.	34 0 0	88 10 0	Nov.	E. Bourn -	4th	S. Dowland -	2d
				F. James -	3d	E. Targett -	1st
				W. T. Mullett -	2d		
Sherborne - - N.	- -	52 0 0	Feb.	J. Hodges -	3d		
				G. I. R. Andrews -	3d		
				J. Biss -	1st		
Sherborne, Long - B. Street.	20 0 0	29 0 0	Dec.	E. Stevens -	1st		
				A. Noake -	1st		
Sutton Waldron - N.	16 10 0	39 0 0	Nov.	W. L. Lawrence -	3d		
				E. Spicer -	3d		
Wareham - - N.	20 0 0	80 0 0	Sept.	J. R. Cooper -	5th		
				T. Laws -	4th		
				J. Roe -	4th		
				E. Card -	1st		
Whitchurch Canoni- N. corum.	- -	39 0 0	"	S. B. Wheaton -	3d		
				G. Broom -	3d		
Wimborne Minster - N.	- -	116 10 0	"	W. P. Strickland -	4th	S. Gomer -	5th
				W. H. Reeks -	3d	E. Readhead -	3d
				H. Blanchard -	2d	S. Penny -	2d
<i>Total</i> - -	130 10 0	953 0 0					
DURHAM.							
Barnard Castle - - N.	15 0 0	104 0 0	March	J. Lax -	4th	E. Boyd -	1st
				W. Lawson -	4th	E. Neesham -	1st
				J. Lawson -	3d		
				T. Bland -	1st		
Barnard Castle - Wes. Blackboy Colliery - B.	16 10 0	46 10 0	May	J. Dawson -	2d	A. Gardiner -	1st
	- -			R. Fenwick -	1st		
Bryer's Green - N.	- -	29 0 0	April	T. Pattison -	1st		
				S. Wharton -	1st		
Coxhoe - - Wes.	15 0 0						
Darlington (Boys) - B.	15 0 0	72 10 0	June	A. Bygate -	3d		
				J. Hall -	3d		
				W. Lewins -	3d		
				J. M. Bartlett -	2d		
Darlington - - Wes.	- -	31 10 0	May	- -	-	J. French -	2d
						E. Imeson -	1st

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Darlington, St. Au- gustine. R.C.	£ s. d. 21 10 0	£ s. d. 39 0 0	March	J. Dodsworth - D. Moore -	3d 3d
Darlington, Bridge Street (Infants). B.	-	70 0 0	June	-	E. Leeming - 3d J. Wray - 3d E. Smith - 3d A. Forster - 1st J. A. Clarke - 3d E. Richardson - 2d M. A. Stamp - 1st E. Stokes - 1st
Darlington, Feet- hams. B.	10 0 0	36 10 0	May	-	-
Darlington, Ken- drew Street, (Girls). B.	-	29 0 0	-	-	-
Darlington, Trinity N.	20 0 0	91 0 0	March	R. Smith - J. W. Jackson - R. Thomas - T. Bulmer -	4th 4th 3d 3d E. J. Robson - 1st E. Lincoln - 1st
Durham, St. Cuth- bert. R.C.	20 0 0	59 0 0	"	T. Hopper - J. Cummings - E. Fiddler - J. Cowen - H. Melross -	3d 1st 1st 1st 1st E. Donnahay - 3d A. White - 3d S. J. Waddell - 4th H. Fiddler - 1st
Durham, Blue Coat - N.	12 0 0	96 10 0	"	T. Hopper - J. Cummings - E. Fiddler - J. Cowen - H. Melross -	3d 1st 1st 1st 1st
Durham, St. Os- wald's. N.	-	15 0 0	"	H. Melross -	1st
Eaglescliffe - Par.	-	36 10 0	April	J. Vasey - W. Hind -	4th 1st
Escomb - N.	-	17 10 0	-	-	-
Hartlepool - R.C.	14 0 0	51 10 0	Aug.	J. Knox -	2d A. Grey - 2d M. S. Hedley - 2d A. Storey - 2d E. Watson - 5th E. Laing - 5th
Houghton-le- Spring, St. Mi- chael's. N.	15 0 0	116 0 0	March	T. Nicholl - J. Lounison - J. Watson -	5th 4th 4th
Houghton-le- Spring. R.C.	15 0 0	-	-	-	-
Hunswick - N.	-	15 0 0	April	H. Binns -	1st
Hurworth - Wes.	-	15 0 0	May	-	-
Newbottle - N.	18 0 0	-	-	-	-
Norham - N.	-	87 0 0	April	G. Forsyth -	4th A. Rule - 4th I. Rule - 4th I. Laing - 4th
Pelton - N.	-	15 0 0	"	J. Hutchinson -	1st
Scremerston - N.	-	82 10 0	March	J. Smith - R. Jackson - T. Archbold - T. Mewitt -	4th 4th 4th 3d
Seaham Harbour - N.	16 10 0	-	-	-	-
Seaton Carew - N.	12 0 0	40 0 0	April	J. Lithgo -	2d C. Ord - 4th J. A. Tait - 1st M. Hammond - 1st
Sherburn Hill - N.	-	15 0 0	"	-	-
South Church - Ch.	-	15 0 0	"	-	-
Shields, North - R.C.	15 0 0	42 0 0	March	W. Moore - H. M'Cullagh - M. Bourke - G. T. France - J. Jobbing -	1st 1st 1st 3d 3d E. Moffatt - 2d J. Burrell - 2d J. H. Selkirk - 2d E. France - 1st A. Imrie - 3d S. R. Hull - 2d
Shields, South (Jarrow Chemical Company's School).	35 10 0	104 10 0	May	R. S. Gardner - R. Morrison - R. Hogarth - J. W. Lee - J. Goddard - J. Racburn - W. Whittles - J. R. Bell - P. Hay - H. Calder - J. Spoors -	4th 4th 4th 2d 3d 2d 2d 1st 1st 1st 1st E. H. Esson - 4th J. Welch - 3d S. J. Brumby - 1st A. Dodds - 1st E. P. Phillips - 4th E. J. Carr - 4th M. A. Calvert - 3d I. Philipson - 1st
Shields, South, St. John's Sessional.	25 0 0	101 0 0	"	J. Mearns - R. Glover - R. Wood - R. S. Gardner - R. Morrison - R. Hogarth - J. W. Lee - J. Goddard - J. Racburn - W. Whittles - J. R. Bell - P. Hay - H. Calder - J. Spoors -	5th 4th 3d 4th 4th 4th 2d 3d 2d 2d 1st 1st 1st 1st
Shields, South - N. (Trinity).	-	147 10 0	March	-	-
Shields, South - B. (Union).	27 0 0	170 0 0	June	-	-
Shoreswood (Mixed) N.	-	15 0 0	April	-	-
Southwick - N.	-	15 0 0	-	-	-
Stella - R.C.	-	32 10 0	Aug.	-	-

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	£ s. d.	£ s. d.					
Stockton-on-Tees - N.	-	17 10 0	April	W. Kelsey -	2d		
Stockton-on-Tees - B.	-	20 0 0	June	J. Duncan -	3d		
Stockton-on-Tees, In- dustrial.	11 0 0	36 10 0	March	-	-	J. Woodhouse	3d
						S. A. Higgin- bottom.	2d
Sunderland Gray - N.	20 0 0	176 0 0	April	W. Swift -	3d	A. H. Don -	4th
				J. Clark -	3d	E. A. Kelly -	4th
				J. Plews -	2d	E. Hill -	3d
				W. C. Good -	2d	E. Don -	3d
				W. Brockbanks -	1st	M. Armour -	1st
Sunderland, St. R.C. Mary.	20 0 0	103 10 0	March	B. Scanlan -	4th	R. Palmer -	4th
				J. M'Kearnan -	4th	E. Mitchell -	3d
Wolsingham - N.	-	42 0 0	April	-	-	M. Skippen -	3d
					1st	F. Rutter -	1st
					1st	E. Chapman -	1st
						A. Jackson -	1st
<i>Total</i>	389 0 0	2248 10 0					
Essex.							
Ashdon - N.	-	59 0 0	April	J. Bacon -	2d	E. E. Searle -	4th
						E. Layton -	3d
Bardfield, Great - B.	-	60 10 0	Jan.	B. Dennison -	3d	S. Smith (S.M.)	3d
				I. Adams -	2d	S. Dawson (S.M.)	3d
Billericay - N.	-	20 0 0	May	R. Cox -	3d		
Chebusford, Victoria - N.	32 10 0	147 0 0	"	T. H. Smith -	5th	M. Ginn -	5th
				H. P. Ginn -	3d	S. Bird -	5th
				J. Bennett -	1st	M. Perry -	3d
Chesterford, Great - N.	16 10 0	70 10 0	April	W. Burleigh -	2d	R. R. Rose -	4th
				K. Mark -	2d	A. Rudland -	1st
Clavering - B.	20 0 0	17 10 0	Feb.	J. Barker -	2d		
Halstead - B.	-	91 0 0	Jan.	R. Wiffin -	3d	S. Butcher -	4th
				B. Hawkins -	1st	H. Higham -	3d
						E. Wright -	2d
Halstead, St. An- drew's.	-	29 0 0	June	F. Maskell -	1st		
Halstead, Trinity - N.	-	31 10 0	May	E. Evans -	1st		
				W. Gaymer -	2d		
Ham, West - N.	20 0 0	80 0 0	June	G. Cooper -	1st		
				J. M. Smith -	5th		
				G. H. Garrett -	4th		
				R. B. Merritt -	4th		
				H. W. Richmond -	1st		
High Beech - N.	14 0 0						
Horksley, Great - N.	16 10 0						
Leigh - N.	35 10 0	66 10 0	May	S. Poynter -	4th	S. M. Fairchild	5th
						E. T. Levett -	3d
Lexden - N.	15 0 0	22 10 0	"	H. J. Andrews	4th		
Loughton - N.	-	20 0 0	"	W. J. Maynard	3d		
Plaistow - N.	20 0 0	35 0 0	April	E. S. Parker -	1st	H. Pigrome -	3d
Romford - N.	-	44 10 0	June	J. Townsend -	2d		
				P. Banks -	1st		
				C. Dolbe -	1st		
Saffron Walden - N.	20 0 0	78 0 0	May	W. Moss -	4th	A. L. Clark -	3d
				J. Pettit -	4th	M. A. Mynott	1st
Saffron Walden - B.	-	62 0 0	Feb.	W. Savill -	5th		
				S. Willett -	4th		
				W. Wesson -	2d		
Southend - N.	-	20 0 0	July	-	-	J. E. Turner -	3d
Springfield - N.	29 0 0	73 0 0	May	J. Mason -	4th	H. Bass -	4th
				T. W. James -	1st	M. A. Clark -	1st
Walthamstow - N.	-	39 0 0	June	E. W. Hemming	3d		
				C. Perry -	3d		
Wanstead - N.	21 10 0						
Witham - N.	-	110 10 0	"	C. Abbott -	4th	M. A. Bickmore	4th
						R. Carlick -	4th
						E. Cornwell -	4th
						L. Dazeley -	4th
Wivenhoe - N.	-	49 0 0	"	G. Whymark -	1st	M. A. Hazell -	2d
						S. Harvey -	2d
<i>Total</i>	260 10 0	1226 0 0					

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	In Aug- mentation of Certificated Teachers' Salaries.	In Stipends to Apprentices, and Gratuities to Teachers in- structing them.		Boys.	Girls.
GLOUCESTERSHIRE.	£ s. d.	£ s. d.			
Almondsbury - N.	- - -	39 0 0	April	B. Davies - 3d T. Amos - 3d	
Avening - - N.	- - -	41 10 0	Feb.	R. Essex - 4th J. White - 3d	
Bristol, Hannah - N. More's.	36 0 0	280 10 0	April	G. White - 5th F. W. Carey - 5th R. Keedwell - 4th A. J. Esau - 4th A. Harvey - 2d	M. Blackmore - 5th E. T. Bodey - 5th M. A. Reeves - 5th S. Allan - 4th A. A. Hawkins - 4th M. A. S. Thorn- ton. - 4th J. Price - 4th P. Sladen - 3d
Bristol Incorporation, Poor School.	- - -	11 5 0	June	T. Chichester - 2d	
Bristol, Lewin's - B. Mead.	48 10 0	168 10 0	March	J. H. Adams - 4th W. Hugh - 3d C. Naish - 1st	M. A. Houlson - 4th C. Derrick - 4th C. Carlton - 4th A. Cooper - 3d J. Winniatt - 2d C. Davis - 1st
Bristol, Red Cross - B. Street.	- - -	222 0 0	"	J. Beard - 5th A. Chinn - 5th A. Brewer - 4th J. H. Wills - 4th W. Dugdale - 4th O. C. Watkins - 3d S. Mann - 1st W. Wintle - 1st J. C. W. Weaver - 1st	M. Lewis - 4th E. Flower - 2d E. Hardidge - 2d
Bristol, St. Augus- N. tine's.	16 10 0				
Bristol, St. Michael's N.	31 0 0	69 0 0	"	J. Fox - 2d W. L. Williams - 1st	E. Allen - 3d M. A. Richards - 2d
Bristol, St. Paul's - Par. Cainscross - - N.	15 0 0 18 0 0	54 0 0	April	W. Vick - 3d	S. A. Simmonds - 3d F. Cook - 1st
Cerney, North - N.	- - -	64 0 0	March	W. Munday - 3d	I. Sparks - 4th E. Wood - 4th
Chalford - - N.	- - -	73 0 0	Jan.	W. Bingham - 4th H. Folly - 3d	H. J. Knight - 2d M. Whiting - 1st
Cheltenham - B.	16 10 0	78 0 0	April	W. Mohmer - 2d H. Tarrant - 2d D. M' Michael - 2d C. Smith - 2d J. Channon - 1st H. Robins - 5th P. Spencer - 4th J. Wall - 3d J. Webb - 2d G. Payne - 2d C. Lanwarn - 2d C. E. Thomas - 4th T. Hawkins - 4th C. Gee - 3d A. Hyett - 3d	M. A. King - 4th S. Dale - 4th M. A. Watts - 3d J. Constable - 3d
Cheltenham, Bath N. Road.	22 10 0	194 0 0	Jan.		
Cheltenham, Central N. (Infants).	29 0 0	66 10 0	"		M. Tracey - 4th
Cheltenham, Ch.Ch. - N.	21 10 0	109 10 0	Feb.		E. Bignell - 3d M. F. Tomlinson - 2d E. Devereux - 2d E. Nolan - 2d
Cheltenham, Old - N. Charity.	- - -	62 0 0	Jan.	W. W. Tyler - 4th T. Dodwell - 4th G. Hemmings - 3d	
Cheltenham, Prac- N. tising.	18 0 0				
Cheltenham, St. N.	- - -	64 0 0	"	H. Howard - 5th G. Howard - 4th	H. Denley - 2d
Cheltenham, St. N.	33 0 0	90 10 0	"	F. E. Fletcher - 4th C. H. Hart - 4th	E. Baldwin - 5th H. Bettam - 4th
Cheltenham, St. N. John's.	43 0 0	156 10 0	"	J. Graham - 5th W. White - 5th W. Wilson - 4th	M. Cotterill - 4th E. Smith - 4th E. Freeman - 3d H. J. Fisher - 5th

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Cheltenham, Tri- nity. N.	£ 11 0 0	s. d. 0 0	Jan.	W. Smith - 5th	J. C. Buckle - 4th	W. H. Salome - 5th	E. Waite - 4th
Cheltenham, Tri- nity (Infants). N.	- -	67 0 0	"	F. Cole - 5th	E. Halling - 2d	R. Rastall - 5th	
Clifton - - N.	18 0 0	165 10 0	March	G. W. Costings - 2d	E. Lee - 5th	A. H. Smith - 2d	A. Bryant - 4th
Clifton - - P.U.	- -	31 5 0	June	G. Cole - 2d	M. Francis - 2d	H. Dally - 4th	F. Shelton - 2d
Durdham Down, N.	15 0 0			W. J. Gwyther - 3d	J. Hill - 1st	A. J. Barnes - 2d	M. Knowles - 1st
Dursley - - N.	- -	66 10 0	March	W. W. Bryant - 2d	L. Hill - 4th	G. Williams - 2d	
Eastington - - N.	16 0 0			W. Cretchley - 5th	E. Bailey - 2d	J. Bendall - 3d	
Fairford, Endowed N.	- -	44 0 0	"	W. Smith - 4th	E. Bellamy - 3d	J. Herbert - 4th	E. Salcomb - 3d
Forthampton - N.	- -	35 0 0	Jan.	W. Madge - 2d	E. Sinkwell - 3d	F. Millar - 5th	M. Webley - 2d
Gloucester - - B.	20 0 0			F. Martin - 5th	S. A. Newman - 1st	T. Spire - 5th	M. A. Rose - 1st
Gloucester, St. James'. N.	29 0 0	112 0 0	Feb.	A. Hemmings - 1st	M. A. Button - 3d	E. Stibbs - 1st	
Hanham - - N.	- -	42 0 0	March	A. Wade - 1st		A. Wade - 1st	
Minchinhampton Par.	11 0 0	20 0 0	Jan.	S. Savoury - 3d		S. Savoury - 3d	
Painswick - - N.	16 10 0	20 0 0	Jan.	J. Hawkins - 1st		J. Rogers - 1st	
Risington, Little - N.	- -	17 10 0	Feb.	W. Cotton - 1st		W. Cotton - 1st	
Stapleton, Dr. Bell's N.	16 10 0	29 0 0	March	G. F. Tilsley - 1st		G. F. Tilsley - 1st	
Stow-on-the-Wold, N.	- -	15 0 0	Jan.	- - - -	S. A. Newman - 1st	- - - -	
Stow-on-the-Wold (Girls). N.	- -	15 0 0	"	- - - -	M. A. Rose - 1st	- - - -	
Stroud - - N.	- -	49 0 0	"	W. Gardner - 3d		J. Jennings - 1st	
Tetbury - - N.	- -	85 0 0	Feb.	F. Long - 5th		D. Bond - 5th	
Tewkesbury - N.	18 0 0	116 10 0	March	J. Sealey - 3d		C. Ricks - 3d	
Tewkesbury, Tri- nity (Infants). N.	16 10 0	79 10 0	April	W. A. Simmonds - 4th	J. Rogers - 3d	G. Turner - 3d	H. Vosper - 3d
Tewkesbury - B.	16 10 0	17 10 0	April	H. Chandler - 3d		A. Cull - 3d	
Thornbury - - N.	15 0 0	54 10 0	March	J. H. Dee - 4th		J. H. Dee - 4th	M. A. Button - 3d
Uley - - Ch.	21 10 0	56 10 0		E. Pittway - 3d		S. Davis - 2d	
Upton, St. Leonard's. N.	- -	15 0 0	April	R. Hayward - 3d		J. G. Hughes - 3d	
Westbury-on-Trym N.	11 0 0	31 10 0	March	W. O. Chambers - 2d		W. O. Chambers - 2d	
Westbury-on-Trym, Edmund's Endowed. N.	- -		March	W. Freeman - 3d	S. Milton - 3d	- - - -	I. Eshelby - 2d
Winterbourne - N.	- -	39 0 0	March	J. S. S. Silley - 2d	E. Evans - 1st	B. Waters - 1st	
Wotton-under-Edge. B.	- -	15 0 0	April	J. A. Fugill - 3d		E. Rodman - 3d	
				I. Cole - 1st			
Total - -	600 0 0	3121 10 0					

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HAMPSHIRE.					
Abbotts Anne - N.	£ s. d. 20 0 0	£ s. d. 41 10 0	Sept.	H. Hussey - W. J. Wood- man.	4th 3d
Alresford, Old (In- fants). - N.	- - -	59 10 0	Oct.	- - -	C. Stacey - 5th K. Welch - 3d J. Francis - 2d
Alresford Grange - N.	12 0 0	- - -	- - -	- - -	- - -
Alton - N.	10 0 0	79 0 0	Sept.	A. Cooper - 3d T. Moss - 3d	S. Moore - 3d E. Knight - 3d
Alton (Boys) - B.	25 0 0	59 10 0	May	C. Clinker - 4th T. Singleton - 4th H. Smith - 2d	- - -
Alton (Girls) - B.	- - -	36 10 0	"	- - -	G. Gale - 3d A. O. Berry - 2d
Alverstoake - N.	21 10 0	98 10 0	Aug.	R. Lowe - 4th J. Carpenter - 2d	J. Bateman - 5th J. French - 4th E. Thorn - 1st F. Blake - 3d
Andover - N.	- - -	20 0 0	Sept.	- - -	- - -
Basingstoke - P.U.	- - -	15 0 0	April	H. Cox - 4th	- - -
Beechwood - B.	15 0 0	46 10 0	June	A. Longman - 1st	H. Abbott - 2d E. Frampton - 1st
Bentley - N.	- - -	80 10 0	April	G. Lees - 4th T. Bennett - 3d	C. Cooper - 4th S. Hawkins - 2d M. Smith - 2d
Bighton - N.	12 0 0	17 10 0	Oct.	- - -	- - -
Bishopstoke - N.	- - -	39 0 0	Sept.	G. Parsons - 4th J. T. French - 2d C. Gamblin - 4th J. Mortimer - 3d W. Gillingham - 3d W. Rolfe - 2d	- - -
Bishop's Waltham - N.	15 0 0	41 10 0	Aug.	- - -	- - -
Brixton (Newport) - N.	21 10 0	36 10 0	"	- - -	- - -
Buritan - N.	- - -	17 10 0	Sept.	- - -	- - -
Calbourne (New- port). - N.	- - -	17 10 0	Aug.	J. Thorne - 2d	E. Poole - 2d
Carisbrooke (In- fants). - N.	- - -	15 0 0	"	- - -	E. Jones (S.M.) - 4th
Chawton - N.	10 0 0	39 0 0	Sept.	- - -	S. Ewens - 5th E. Robinson - 1st C. Percy - 5th A. Attwood - 5th
Christ Church - P.U.	- - -	15 0 0	July	- - -	- - -
Compton - N.	- - -	25 0 0	Sept.	- - -	- - -
Crandall, Endowed - N.	- - -	17 10 0	March	W. Kent - 2d	- - -
Easton - N.	- - -	20 0 0	Sept.	T. Chiddy - 3d	- - -
Elson - N.	- - -	15 0 0	July	R. Irving - 1st	- - -
Fareham - N.	- - -	49 10 0	Aug.	W. Marlow - 3d E. Oakley - 2d J. Griffin - 1st	- - -
Farringdon - N.	- - -	17 10 0	Sept.	- - -	F. Hedges - 2d
Fordingbridge - N.	10 0 0	57 0 0	May	S. Gosney - 3d A. Pope - 3d G. Rooke - 3d	- - -
Fordingbridge - B.	- - -	- - -	- - -	- - -	- - -
Gosport, Prepara- tory. - N.	- - -	44 0 0	Aug.	W. Hardy - 4th R. Bateman - 4th	- - -
Gosport, St. Mat- thew's. - N.	- - -	20 0 0	"	- - -	E. Bateman - 3d
Hawkey - N.	- - -	15 0 0	Oct.	- - -	E. Betsworth - 1st
Hyde, St. Bartholo- mew's. - N.	20 0 0	20 0 0	"	G. Snook - 3d	- - -
Isle of Wight - P.U.	- - -	13 15 0	- - -	J. Parsons - 4th E. Goddard - 4th H. Hemwood - 3d W. Pratt - 2d W. W. Smith - 1st	M. Ventham - 4th A. Fyfield - 4th M. Ventham - 2d E. Gruncell - 1st R. Snelgrove - 1st
King's Somborne - N.	35 0 0	155 10 0	Sept.	- - -	- - -
Lymington - N.	- - -	64 10 0	Aug.	E. Loader - 5th A. Stote - 4th E. R. Bowden - 3d W. Culmer - 2d	A. Wilde - 2d E. Bennett - 1st S. Martin - 5th N. Vickers - 4th
Lyndhurst - N.	13 0 0	49 0 0	Oct.	- - -	- - -
Meon, West - N.	- - -	46 10 0	"	- - -	- - -

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Nether Wallop - N.	£ s. d.	£ s. d.	Sept.	C. Leabourne -	1st		
Newport (Isle of N. Wight).	- - -	15 0 0	July	C. H. Pinhorn	4th	S. A. Broom- field.	4th
Oakfield, St. John's - N.	- - -	36 10 0	Aug.	F. Broomfield -	3d	M. Fry -	2d
Odiham - - - N.	- - -	15 0 0	March	G. Spanner -	4th		
Petersfield - - - N.	12 0 0	17 10 0	Sept.	F. W. Caws -	1st		
Portsea, All Saints' - N.	35 0 0	173 0 0	Aug.	G. Barton -	1st		
				E. White -	2d		
				S. E. J. Clark -	5th	E. A. Wilkins -	4th
				T. A. Hester -	5th	A. Wolferstan	4th
				A. P. Baker -	4th	E. A. Buckland	1st
				J. Tate -	3d		
				J. W. Newn- ham.	2d		
Portsea, Beneficial - N. Society's.	- - -	150 10 0	Sept.	J. Mallon -	1st	S. Gregory -	4th
				A. Robertson -	4th	C. Cox -	4th
				G. Baker -	4th	J. Burns -	4th
				R. Robertson -	2d		
				C. J. Slade -	1st		
				E. A. Suter -	2d		
Portsea Island - P.U.	- - -	31 10 0	Nov.	R. Sheaf -	3d	J. Coombes -	1st
Portsea Town - N.	- - -	112 10 0	Aug.			A. Halstead -	1st
				W. Lobb -	5th	S. Harding -	4th
				W. Taylor -	5th		
				W. G. Hicks -	4th		
Portsmouth - N.	15 0 0	111 0 0	"	W. Lonnon -	4th		
				J. Bates -	5th	E. Strickland -	4th
				T. Croad -	5th	E. Blake -	3d
				G. Copus -	4th		
Ringwood - - - N.	16 10 0		Sept.	A. Noyce -	4th		
Romsey - - - N.	- - -	22 10 0	June	W. Floyd -	1st	S. Gordge -	1st
Romsey - - - B.	- - -	30 0 0	Aug.	A. Knight -	4th		
Ryde (Isle of Wight) - N.	20 0 0	67 10 0		J. Hunt -	3d		
				E. Burnett -	1st		
				S. Jolliffe -	1st		
Selborne - - -	- - -	41 10 0	Oct.	- - -	-	E. Loe -	4th
						E. Hedges -	3d
Southampton, All - N.	16 10 0	78 0 0	"	J. Batters -	3d	E. Callander -	4th
Saints'.				H. Fabian -	2d	E. Jeffrey -	3d
Southampton St. - N.	15 0 0	60 10 0	"	R. Sharp -	2d	F. Lipscombe -	1st
Mary's.				A. A. Jackman -	1st	S. Bullmore -	1st
Stoneham, South, - N.	- - -	39 0 0	Sept.	F. Lowman -	3d		
and Portswood.				J. W. Collins -	3d		
Stockbridge - N.	12 0 0	34 0 0	Oct.	- - -	-	M. Gilbert -	2d
						S. Harding -	2d
Titchborne - N.	- - -	20 0 0	Nov.	- - -	-	F. Norgate -	3d
Twyford - - - N.	- - -	44 0 0	Sept.	- - -	-	E. Young -	4th
						E. A. Tee -	4th
Wellow - - - N.	15 0 0		"				
West Tytherley - N.	- - -	37 10 0	"	H. E. Cannons	2d	E. Galton -	3d
Whitchurch - N.	- - -	15 0 0	"	C. Smith -	1st		
Whitchurch - Wes.	- - -	15 0 0	June	F. Smith -	1st		
Winchester, Cen- - N.	23 0 0	74 0 0	Sept.	H. Smith -	5th	E. Stripp -	5th
tral.						A. Warren -	5th
Winchester, St. - N.	20 0 0	17 10 0	Oct.	J. H. Henwood	2d		
Maurice's (Boys).							
Winchester, St. - N.	- - -	59 10 0	"	- - -	-	A. Switzer -	4th
Maurice's (Girls).						E. Stevens -	3d
						E. Alexander -	3d
Winchester, St. - N.	- - -	17 10 0	"	W. Ventham -	2d		
Michael's.							
Winchester, St. - N.	- - -	15 0 0	"	H. Fuller -	1st		
Peter's.							
Winchester, St. - N.	16 10 0	17 10 0	Sept.	R. Fencott -	2d		
Thomas'.							
Woolton Hill - N.	- - -	30 0 0	"	R. Knapp -	1st	M. Payne -	1st
Total - - -	456 10 0	2884 5 0					

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HEREFORDSHIRE.					
Bosbury (Boys) - N.	£ s. d.	£ s. d.	Oct.	R. Allan - 3d	
	- - -	36 10 0		T. Wilson - 2d	
Bosbury (Girls) - N.	- - -	20 0 0	"	- - -	S. Hooper - 3d
Dilwyn - N.	- - -	15 0 0	Nov.	- - -	E. Worthing - 1st
Hatfield - N.	12 0 0	15 0 0	Jan.	- - -	H. Peters - 1st
Leintwardine, Endowed Free School.	- - -	58 0 0	Nov.	W. Davis - 1st	A. Evans - 1st
	- - -	- - -		W. Morris - 1st	S. Bird - 1st
Total - -	12 0 0	144 10 0			
HERTFORDSHIRE.					
Abbotts Langley - N.	18 0 0	34 0 0	Aug.	R. Bartholomew - 2d	
	- - -	- - -		J. Chalk - 2d	
Albury - Ch.	12 0 0		"	- - -	S. Scrivener - 2d
Amwell - N.	- - -	34 0 0	"	- - -	L. Ekins - 2d
	- - -	- - -		- - -	- - -
Bramfield - N.	12 0 0		July	C. Bolton - 4th	
Buntingford - N.	15 0 0	22 10 0	Aug.	T. Howe - 5th	
Bushey - B.	- - -	97 10 0		W. Kemp - 5th	
	- - -	- - -		C. Trott - 5th	
	- - -	- - -		J. Kemp - 2d	
	- - -	- - -		J. Rodham - 1st	
Colney - N.	20 0 0	39 0 0	July	C. G. Baker - 4th	
Hatfield - N.	- - -	37 10 0	Aug.	E. Roberts - 2d	
Hertford, Cowper's Testimonial.	- - -	39 0 0	July	C. Cubis - 2d	S. Wilmot - 3d
Hertingfordbury - N.	- - -	32 10 0	Aug.	D. J. Reese - 3d	
High Cross - N.	10 0 0	20 0 0	July	E. Field - 3d	
Hitchin - B.	21 10 0	110 10 0	Jan.	H. Cooper - 2d	A. Frost - 1st
	- - -	- - -		W. Olney - 5th	E. Arnold - 3d
	- - -	- - -		R. Day - 5th	
	- - -	- - -		C. Primett - 4th	
	- - -	- - -		W. Watts - 4th	
	- - -	- - -		W. Paul - 4th	
Ickleford - N.	- - -	35 0 0	Aug.	E. Primett - 2d	A. Taylor - 2d
Ippolyts, Saint - N.	- - -	57 0 0	July	- - -	S. Underwood - 3d
	- - -	- - -		- - -	M. Winch - 3d
	- - -	- - -		- - -	E. Blee - 3d
Munden, Great - N.	11 0 0				
Total - -	119 10 0	558 10 0			
HUNTINGDONSHIRE.					
Earlith - B.	- - -	15 0 0	Feb.	G. E. Gilleade - 1st	E. Elwig - 2d
Ives, Saint - N.	- - -	49 0 0	March	W. Ward - 2d	R. Askew - 1st
	- - -	- - -		- - -	- - -
Neots, Saint - Wes.	18 0 0	36 10 0	Feb.	J. Pratt - 3d	
	- - -	- - -		G. C. Butler - 2d	
Warboys - N.	- - -	17 10 0	March	G. Newman - 2d	
	- - -	- - -		- - -	- - -
Total - -	18 0 0	118 0 0			
KENT.					
Ashford - N.	26 10 0	77 0 0	June	J. E. Munns - 5th	J. Mate - 1st
	- - -	- - -		W. H. Elgar - 4th	
	- - -	- - -		J. Masters - 2d	
Barham - N.	- - -	54 0 0	"	D. Reakes - 3d	E. Croucher - 3d
	- - -	- - -		E. West - 1st	
Blackheath, Trinity N.	16 10 0	101 0 0	Oct.	J. Corbett - 4th	S. Eldred - 3d
	- - -	- - -		W. Anderson - 4th	S. J. Stagg - 3d
	- - -	- - -		A. Miles - 3d	

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Boxley . . . N.	£ s. d. 15 0 0	£ s. d. 72 0 0	June		E. Barton . . . 5th M. A. Masters . . 5th L. Barrow . . . 5th
Brabourne . . . N.	15 0 0	15 0 0	„	G. C. Rolfe . . 1st	
Bromley Common (Infants). . . N.	-	17 10 0	Feb.	-	E. Elliott . . . 2d
Brompton . . . N.	-	17 10 0	Jan.	N. Topley . . . 2d	
Boughton Mal- herbe. . . N.	-	20 0 0	May	H. Collumbine . . 3d	
Canterbury (Model) N.	-	203 10 0	„	S. Chapman . . 4th A. Worthy . . . 4th W. Nash . . . 3d W. W. Sheep- wash. . . 3d J. B. Fairman . . 2d W. Burgoyne . . 5th W. Dennett . . 5th H. Oliff . . . 4th A. Flood . . . 3d J. Cramp . . . 2d	F. Goldsmith . . 5th L. E. Beane . . . 4th M. M. Roalfe . . 4th L. Jones . . . 4th M. A. Hymers . . 4th
Charing . . . N.	-	49 0 0	„	W. Mackney . . 2d C. Saunders . . 1st	
Chatham, St. John's N.	-	41 10 0	July	-	H. Hall . . . 3d S. Pope . . . 2d M. Courtney . . 3d C. Fitzgerald . . 2d
Cranbrook . . . N.	-	32 10 0	May	A. Flood . . . 3d J. Cramp . . . 2d	E. Funnell . . . 1st
Cuxton . . . N.	18 0 0	-	„	W. Mackney . . 2d C. Saunders . . 1st	
Dartford (Boys) - Wes.	-	31 10 0	„	-	
Dartford (Girls) - Wes.	-	36 10 0	„	-	
Deptford . . . R.C.	-	36 10 0	July	-	
Elham . . . N.	16 10 0	22 10 0	May	S. Holladay . . 4th	
Eltham . . . N.	-	45 0 0	July	W. Latter . . . 4th	H. Surridge . . 4th
Farleigh, East . . N.	-	67 0 0	June	G. Pain . . . 5th W. F. Baker . . 4th J. T. King . . . 4th	
Faversham . . . B.	10 0 0	49 10 0	„	-	L. Martin . . . 3d H. A. Lightfoot . . 2d F. S. Else . . . 1st
Folkestone . . . B.	-	29 0 0	„	O. H. Owens . . 1st A. Puttee . . . 1st W. Constable . . 1st J. Nettleingham . 4th J. Cormack . . . 3d W. Greenstreet . 3d W. Nettleing- ham. . . 2d	
Gravesend . . . - Wes.	16 10 0	20 0 0	June	E. Jennett . . . 3d	
Gravesend . . . - P.U.	-	21 10 0	April	J. W. McCourt- ney. . . 2d W. T. Roberts . . 2d S. Piper . . . 5th	
Hawkhurst . . . N.	-	25 0 0	June	-	
Headcorn . . . N.	10 0 0	-	„	-	
Higham . . . N.	-	17 10 0	Feb.	T. Waller . . . 2d	
Hougham, Ch. Ch. - N.	-	15 0 0	May	J. Castle . . . 1st	
Hythe . . . N.	30 0 0	52 0 0	June	F. Chester . . . 3d J. Crapnell . . . 3d F. Horner . . . 1st W. Brown . . . 4th J. Webb . . . 2d A. Lee . . . 5th W. Rushbrook . . 4th E. Edmunds . . 4th	H. Avis . . . 5th E. E. Walters . . 5th
Ightham . . . N.	15 0 0	39 0 0	„	-	
Lee . . . N.	-	116 0 0	July	-	
Lydd . . . N.	10 0 0	-	„	-	
Maidstone, All Saints'. N.	32 0 0	121 10 0	June	G. Lacey . . . 5th J. Z. B. Bootes . 4th W. W. Allison . . 2d W. Smith . . . 5th J. R. Bradshaw . 4th J. Hill . . . 1st	R. Porter . . . 4th E. S. Piercy . . 4th C. Epps . . . 2d S. Driver . . . 5th C. Glover . . . 5th J. Brann . . . 5th I. Harrison . . . 4th J. Moore . . . 3d A. Squier . . . 1st
Maidstone, Trinity, N. (Model). . . N.	41 0 0	198 0 0	„	-	
Malling, West . . Par.	16 10 0	17 10 0	May	I. H. Rabson . . 2d	

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Margate, Trinity - N.	£ s. d. 14 0 0	£ s. d. 30 0 0	May	J. Brown -	1st	M. Holness -	1st
Plaxtol - N.	-	36 10 0	June	W. Austin -	4th		
Ramsgate, Ch. Ch. - N.	12 0 0	88 10 0	"	R. Bennett -	1st	E. Berry -	4th
				S. Dowland -	3d	M. Dowland -	2d
				J. Philpot -	2d	H. Woolward -	1st
Ramsgate, St. - N.	-	79 10 0	"	J. T. Martin -	5th	E. Bristow -	3d
George's.				T. E. Gore -	4th		
				T. Duckett -	1st		
Rochester, St. Ni- N.	39 0 0	98 0 0	Feb.	J. Anderson -	4th	E. Morris -	3d
cholas.				H. Carey -	3d	J. Coveney -	3d
						A. Dale -	2d
Swingfield Minnis - N.	-	20 0 0	June	S. Court -	3d		
Sutton-at-Hone - N.	-	41 10 0	"	I. Philips -	4th		
				G. Huntley -	3d		
Sutton Valence, N.	-	32 10 0	May	G. Rose -	1st	R. Terry -	2d
United.							
Sydenham - N.	-	36 10 0	Sept.	J. Bolton -	4th		
				E. W. Black- well.	1st		
Tenterden - B.	-	46 10 0	June	A. Smith -	2d	A. Wood -	1st
				M. K. Mar- shall.	1st		
Tonbridge - Wes.	-	15 0 0	"	J. Skinner -	1st		
Whitstable and Sea- N.	-	116 10 0	May	W. Wood -	4th	F. Brice -	3d
salter (Charity).				R. E. Anderson -	4th	S. Sanders -	3d
				E. Carden -	3d	R. H. Hoult -	2d
Woodchurch - N	-	61 10 0	"	C. Holt -	4th	L. Chambers -	3d
				G. Huntley -	3d		
Woolwich, St. John's - N.	18 0 0						
Total	409 10 0	2453 10 0					
LANCASHIRE.							
Accrington, Ch.Ch. - N.	16 10 0	29 0 0	July	C. Cronshaw -	1st		
				R. Clarke -	1st		
Ancoats Lyceum - B.	-	116 0 0	April	J. Chadwick -	4th		
				J. Grimshaw -	4th		
				W. Hesketh -	4th		
				J. Taylor -	3d		
				H. Short -	3d		
				J. Wrigley -	2d		
Ashton-under-Lyno - N.	-	64 10 0	Feb.	S. Bardsley -	5th		
				L. Matley -	4th		
				W. K. Denby -	3d		
Ashton in Make- N.	18 0 0						
field, St. Thomas'.							
Astley - N.	-	44 0 0	April	J. Unsworth -	4th		
				P. Kerfoot -	4th		
Atherton - N.	20 0 0	52 0 0	March	G. Manley -	3d		
				E. Seddon -	3d		
				J. Smith -	1st		
Audenshaw - N.	-	47 0 0	Feb.	W. H. Clegg -	2d		
				J. Culver -	2d		
				A. Wolfenden -	1st		
Bardsley - N.	-	20 0 0	Jan.	S. Mills -	3d		
Belfield (Messrs. Be- N.	16 10 0	49 10 0	March	J. Kay -	2d		
necke's).				E. Howarth -	2d		
				C. Mills -	2d		
Bickerstaffe - N.	-	84 10 0	April	R. Berry -	3d	M. Bond -	5th
						E. Taylor -	5th
						A. Dagnall -	2d
Birch in Manches- N.	16 0 0	15 0 0	March	T. Brailsford -	1st		
ter.							
Blackburn, St. Al- R.C.	18 0 0	57 0 0	"	D. Fitzpatrick -	3d		
bans.				J. Winder -	3d		
				J. Clarke -	3d		
Blackburn (Misses - R.C.	10 0 0						
Sparrow's).							
Blackrod - N.	-	15 0 0	"			E. Whittle -	1st

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Bolton - - - - B.	£ s. d.	£ s. d.	April	W. Horrocks - 5th J. Jones - 4th S. Jackson - 3d	
Bolton, Bridge Street - Wes.	- - -	67 0 0	Sept.	C. L. Hadfield - 3d J. M. Cryer - 2d J. Nelson - 1st	E. Greenhalgh - 2d
Bolton-le-Moors, N. Ch. Ch.	25 0 0	114 0 0	June	J. Gregory - 4th W. Kirkman - 3d J. Lancaster - 3d	J. Hart - - - 3d J. Warburton - 3d M. Baxter - 2d
Bolton-le-Moors, N. Emmanuel.	- - -	149 10 0	May	D. Ross - 5th D. Green - 4th J. Bridge - 4th T. Baxter - 3d	M. Tyldesley - 5th E. Lucas - 4th S. Smith - 3d
Bolton, Fletcher - Wes. Street.	- - -	30 0 0	April	J. Maude - 1st	H. Summers - 1st
Bolton Little, St. George's.	20 0 0	34 0 0	June	J. Lawson - 2d J. Goodfellow - 2d	
Bolton-le-Moors, - R.C. St. Peter and St. Paul.	21 10 0	96 10 0	Dec.	M. Dawson - 3d H. Davis - 2d W. P. Finni- gan.	E. Mann - - - 2d M. McCarthy - 1st M. Dilworth - 1st
Bolton-le-Moors, N. Trinity.	26 10 0	216 0 0	June	T. Whitehead - 5th J. C. Alcock - 4th P. Johnson - 4th J. Smalley - 4th J. Evans - 4th J. Jackson - 4th	E. Crossley - 5th C. Slater - 4th S. Reynolds - 4th E. Hall - 4th
Bootle - - - - N.	- - -	112 0 0	Sept.	T. Holden - 2d J. Walsh - 2d S. Caley - 1st	A. Woods - 2d M. Ascroft - 2d M. Bibby - 2d M. C. Collins - 2d L. Windle - 3d
Brooksbottom - Wes.	15 0 0	69 10 0	"	W. Warbur- ton.	
Broomhouse (Ec- cles).	18 0 0	15 0 0	Feb.	W. Woods - 2d J. Ainsworth - 1st W. Bentley - 1st	
Burnley - - - N.	20 0 0	162 0 0	July	J. Smith - 5th J. Edmonson - 5th D. Langfield - 5th J. Hargreaves - 4th E. S. Watson - 4th J. Bridge - 4th T. Smith - 2d R. P. Ellis - 1st	
Burnley - - - Wes.	- - -	87 10 0	Sept.	T. Dugdale - 3d J. Horner - 3d W. Hargreaves - 2d W. Riley - 2d	A. Aspden - - 2d
Burnley, St. James' - N.	15 0 0	44 0 0	July	J. Riddehough - 4th W. Whalley - 4th	
Burnley, St. Paul's - N.	- - -	47 0 0	"	J. Wroe - 2d R. Baldwin - 2d A. Bridge - 1st	
Bury, Radcliffe Wes. Close.	18 0 0	64 0 0	April	C. Whitaker - 2d	A. Speakman - 5th M. Gooden - 4th
Bury, St. Maries - R.C.	- - -	15 0 0	Jan.	P. Roberts - 1st	
Bury, Trinity - N.	34 10 0	59 0 0	April	W. Nixon - 4th W. J. Thrift - 4th	C. Hardman - 1st
Cheetham Hill, St. - N. Mark's.	18 0 0				
Cheetham Hill - Wes.	15 0 0	88 0 0	Oct.	J. H. Richard- son.	M. Ledger - 4th
Chorley - - - N.	18 0 0	29 0 0	March	E. Thornily - 4th T. Holden - 1st T. W. Lewis - 1st	S. H. Hares - 4th
Chorlton-on-Medlock, - Presbyterian.	- - -	72 10 0	Sept.	J. Dunviddie - 2d J. Patterson - 1st J. Ferguson - 1st G. Hawkins - 1st	E. Dunns - 1st

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Colne - - - N.	£ s. d. - - -	£ s. d. 131 0 0	July	G. Peploe - 5th E. Kennedy - 5th T. Wilding - 4th J. Bracewell - 4th C. Peploe - 4th H. Feather - 4th	
Colton-in-Miln- thorpe. N.	20 0 0				
Coppull - - - N.	- - -	75 10 0	Oct.	H. Simm - 2d W. Ashcroft - 2d M. M. Web- ster. 2d T. J. Gaskell - 1st J. Halton - 1st A. Boardman - 3d W. Halliwell - 1st T. Gardiner - 2d T. Crabtree - 1st D. Bostock - 2d J. Worswick - 4th A. Bagueley - 5th W. Chadwick - 4th P. Thorneley - 4th G. Barrett - 3d R. Wood - 3d J. Kay - 1st J. Wood - 1st G. Haslam - 1st T. Newton - 4th A. Bathgate - 1st	M. A Lowry - 1st A. Hulbert - 1st
Deane - - - N.	18 0 0	34 0 0	June		
Denton, Ch.Ch. - N.	16 10 0	31 10 0	Feb.		
Didsbury - - - N.	- - -	32 10 0	March		
Downham - - - N.	- - -	22 10 0	July		
Droylesden - - B.	15 0 0	144 0 0	Oct.		
Eagley Mills - - B.	21 10 0	15 0 0	April		
Ellel - - - N.	- - -	22 10 0	May		
Everton - - - N.	31 10 0	49 0 0	Oct.		
Everton and Kirk- dale. N.	23 0 0	76 0 0	"		
Failsworth - - - N.	- - -	65 0 0	March	J. Kershaw - 3d J. Rydings - 2d J. Eckersley - 2d S. Greenwood - 1st	
Farnworth, St. - N. John's.	- - -	41 10 0	May		
Farnworth (near - N. Warrington).	- - -	31 10 0	Oct.	W. Holding - 2d T. Barker - 1st	M. A. Glaister - 4th M. Young - 3d
Fleetwood, Testi- monial. N.	18 0 0	95 10 0	May	W. Fairweather - 5th J. Butterworth - 3d T. Cowell - 1st G. Grayston - 2d	M. Hayes - 4th E. Porter - 3d A. Sandwell - 2d
Garstang - - - R.C.	- - -	35 0 0	Jan.		
Garstang, St. Mi- chael's. N.	21 10 0				
Habergham, All Saints'. N.	31 0 0	141 0 0	Aug.	T. Dawson - 5th J. Eoothman - 5th A. Hunt - 3d E. Brown - 4th J. Armstead - 4th H. Armstead - 2d W. H. Wilkin- son. 2d	J. Bibby - 5th E. Robinson - 5th B. Stevenson - 5th E. Mooney - 2d
Habergham Eaves - N.	- - -	59 10 0	July		
Halliwell, Dean - B. Mills.	23 0 0	65 10 0	April	S. Taylor - 2d W. Knowles - 3d J. Burrow - 2d G. Warburton - 1st R. Senior - 1st W. Critchley - 1st	E. A. Fletcher - 1st E. Norris - 2d C. Gibson - 1st S. Bleachley - 1st
Halsall - - - N.	15 0 0	37 10 0	"		
Halton - - - N.	- - -	17 10 0	June		
Harpurhey - - Ch.	- - -	58 0 0	March		
St. Helen's (More- flat). N.	- - -	15 0 0	Feb.		
Heywood, St. Luke's N.	16 10 0	122 0 0	March	I. Heywood - 3d T. Chadwick - 3d T. Porter - 3d T. Hardman - 3d M. Wilson - 1st	M. Ainsworth - 2d J. E. Burch - 2d

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Hulme, Trinity - N.	£ 20 0 0	s. d. 103 0 0	Feb.	J. Marsland - 5th R. Williamson - 4th W. Kirk - 4th T. Taylor - 3d R. M'Clure - 3d T. Greenwood - 1st W. Eckersall - 1st	
Hurst - B.	23 0 0	29 0 0	Sept.		
Hurst Cross - N.	20 0 0				
Hurst Green - R.C.		46 10 0	Dec.	J. Ormrod - 1st	J. Nickson - 2d M. Coates - 1st M. Woods - 1st E. Milner - 5th B. Sankey - 3d
Ince Blundell - R.C.		15 0 0			
Inskip - N.		44 0 0	May		
Irlams o'the Height (Heywood's School).		15 0 0	Oct.	T. W. Wilson - 1st	
Irwell - N.		25 0 0	March		H. Heaton - 5th
Kirkdale, Indus- trial.		184 5 0	Nov.	I. Garvey - 4th J. Jones - 3d J. Palisecr - 3d E. Johnson - 3d G. Roberts - 3d J. Thomas - 3d W. Hogan - 3d W. Easton - 2d W. Lyons - 2d D. Cameron - 2d J. Shelly - 2d S. Rogers - 2d R. Lomax - 1st	A. Gray - 2d T. Collins - 1st E. Richardson - 1st E. Rummer - 1st E. Jones - 1st E. Anderson - 1st
Kirkdale, St. Mary's - N.	11 0 0				
Knowsley - N.	27 10 0				
Lancaster - N.		111 10 0	May	W. Parkinson - 3d J. Addison - 3d G. Laycock - 3d J. Todd - 2d J. Robinson - 1st T. Gregson - 1st B. Townson - 1st T. Parkinson - 4th J. Whaley - 3d R. Waters - 3d T. Metcalfe - 3d	
Lancaster - B.		77 10 0	"		
Lancaster - R.C.	23 0 0				
Lancaster, St. Thomas - N.	15 0 0	36 10 0	"	J. Knowles - 3d J. Morland - 2d J. Buckley - 3d J. Schofield - 3d T. Wild - 3d W. Bardsley - 2d J. Schofield - 1st J. Urmston - 4th W. Pendlebury - 4th	
Lees, Zion - B.		85 10 0	March		
Leigh - N.	15 0 0	44 0 0	"		
Leigh - Wes.		17 10 0	Sept.		A. Roydell - 2d
Litherland - R.C.	15 0 0	35 0 0	Aug.	D. Madden - 2d	A. Leary - 2d
Liverpool - P.U.		10 0 0	Jan.	J. Copham - 1st	
Liverpool (Black- stock Street).	23 0 0	97 0 0	Nov.	M. M'Garigle - 1st M. Pelham - 1st P. J. Quinn - 1st	M. Carter - 1st E. Blackburn - 1st L. A. Eaton - 1st E. Spencer - 1st A. Gordon - 3d E. Anwyle - 2d A. Ledson - 2d
Liverpool (Bond Street), North.	15 0 0	181 10 0	Sept.	W. Robertson - 3d G. Robertson - 3d E. Worthington - 2d J. Anwyle - 2d E. Baines - 2d R. Brown - 2d J. S. Gardner - 1st	I. Compton - 2d
Liverpool, Bruns- wick.	15 0 0	15 0 0	Nov.		E. Southern - 1st

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Liverpool, Ch. Ch. - N.	£ s. d. 34 10 0	£ s. d. 196 10 0	Oct.	G. Mellor - J. D. Cross- field. J. W. Appleton W. B. Jones - W. Barnes - J. B. Tolladay J. Bell - J. Gallie - W. Knight -	4th 3d 3d 3d 3d 3d 3d 3d 3d	M. Heyes - E. Tatlock - A. Dawson - M. Hughson - M. E. Andrews M. E. Rigby - A. Middleton - A. J. Taylor - E. M. Wright -	3d 2d 2d 2d 4th 4th 3d 3d
Liverpool (Corn- wallis Street), South.	30 0 0	137 0 0	Sept.	W. Williams - I. Wood - W. Parsonage - W. Fletcher - W. Heppard - T. Roberts - D. McClelland - C. Smith - T. Brown - E. Jones - R. Heyliger - T. Broomhead - S. Pink - J. Bellamy - J. Edwards -	4th 4th 4th 4th 3d 3d 4th 4th 3d 3d 4th 4th 3d 3d 1st	M. Clague - C. Roberts - E. Rowbottom - A. Abrook - E. Davies - H. Balmer - R. Manning - A. Davies - M. A. Swift - E. Hartshorne - E. Jones - M. Peters -	5th 5th 1st 5th 3d 3d 5th 3d 2d 2d 2d
Liverpool, Harring- ton.	33 10 0	245 0 0	Nov.	A. Rieley - J. Parry - W. S. Pan -	4th 4th —	A. D. Faulden - H. Halsall -	4th 4th
Liverpool, Hiber- nian.	38 0 0	157 10 0	"	J. Bellamy - J. Edwards - A. Rieley - J. Parry - W. S. Pan -	3d 3d 4th 4th —	M. Bolton - M. Knox -	1st 1st
Liverpool, Jordan - Wes. Street.	15 0 0	127 0 0	"	J. Bellamy - J. Edwards - A. Rieley - J. Parry - W. S. Pan -	3d 3d 4th 4th —	M. Bolton - M. Knox -	1st 1st
Liverpool, Sugnall B. Street.	34 0 0	103 10 0	Dec.	J. Bellamy - J. Edwards - A. Rieley - J. Parry - W. S. Pan -	3d 3d 4th 4th —	M. Bolton - M. Knox -	1st 1st
Liverpool, Moorfields Old Church Charity School.	-	29 0 0	Sept.	J. Bellamy - J. Edwards - A. Rieley - J. Parry - W. S. Pan -	3d 3d 4th 4th —	M. Bolton - M. Knox -	1st 1st
Liverpool, Naylor Ch. Street.	10 0 0	140 0 0	Oct.	J. S. Grigg - W. Carson - J. Lightburn - W. Crookham -	4th 2d 2d 2d	E. Hedley - M. A. Aylward - A. Jones - J. Rigby - E. J. Donne- gan.	3d 3d 2d 2d 1st
Liverpool, St. An- thony.	-	94 0 0	Nov.	J. S. Grigg - W. Carson - J. Lightburn - W. Crookham -	4th 2d 2d 2d	E. Hedley - M. A. Aylward - A. Jones - J. Rigby - E. J. Donne- gan.	3d 3d 2d 2d 1st
Liverpool, St. Au- gustine's.	29 0 0	101 10 0	Oct.	J. Hulse - W. Laing -	3d 2d	A. J. Taylor - E. E. Woods - S. Williams - S. Halsall -	3d 2d 2d 1st
Liverpool, St. Bar- nabas'.	-	58 0 0	"	O. Jones - M. Edwards - C. J. Stark - J. Roberts - T. Jones -	1st 1st 1st 1st 1st	M. Shore - A. Johnson - A. Buckley - R. Grigg -	1st 1st 1st 1st
Liverpool, St. Bride's - N.	-	71 0 0	Sept.	T. Jones - W. Needham - N. Hornby - R. McCoy - G. Quinn - P. Roberts - J. M'Innes - E. Miller - J. Woodward - W. Padmore - W. Rook - W. Woods -	1st 3d 2d 3d 3d 1st 1st 1st 2d 2d 2d 1st	E. Jones - S. Crane - M. Lovett - H. Tollemache - E. Teal - C. Quilliam -	4th 1st 1st 1st 2d 1st
Liverpool, St. Luke's - N.	34 10 0	74 0 0	"	J. Woodward - W. Padmore - W. Rook - W. Woods -	2d 2d 2d 1st	E. Davies - E. Davies -	3d 2d
Liverpool, St. Mark's - N.	11 0 0	68 0 0	Oct.	J. Woodward - W. Padmore - W. Rook - W. Woods -	2d 2d 2d 1st	E. Davies - E. Davies -	3d 2d
Liverpool, St. Mar- tin's (Middle School)	10 0 0	73 10 0	"	J. Woodward - W. Padmore - W. Rook - W. Woods -	2d 2d 2d 1st	E. Davies - E. Davies -	3d 2d
Liverpool, St. Mary's - N. (Edge Hill).	28 0 0	99 0 0	"	J. Woodward - W. Padmore - W. Rook - W. Woods -	2d 2d 2d 1st	E. Davies - E. Davies -	3d 2d
Liverpool, St. Mary - R.C.	-	91 0 0	Dec.	J. Woodward - W. Padmore - W. Rook - W. Woods -	2d 2d 2d 1st	M. A. Wharton - B. Sherlock - S. Quinn - M. Sheeham - M. Mylan - M. Mahon -	2d 2d 2d 2d 1st 1st

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Liverpool, St. Ni- R.C. cholas.	£ s. d. - - -	£ s. d. 65 0 0	Aug.	- - - - -	-	L. Flynn -	2d
						A. Murphy -	2d
						C. Bond -	2d
						M. A. Mahor -	2d
						M. Byrne -	1st
Liverpool, St. Os- R.C. wald.	- - -	44 0 0	Sept.	W. Spence -	1st		
Liverpool, St. Paul's, - N. Prince's Park.	31 10 0	65 10 0	Oct.	W. Hayes -	1st		
				W. Handford -	3d	I. Farquhar -	1st
				W. Watkins -	2d	R. E. Hum- phreys.	1st
Liverpool, Mount - R.C. Vernon Street, St. Thomas.	- - -	91 0 0	June	- - - - -	-	L. West -	3d
						A. Atherton -	2d
						C. Warner -	2d
						M. White -	1st
						M. A. Flynn -	1st
						M. Cloke -	1st
						C. Hunter -	1st
Liverpool, Windsor, - N. St. Clement's.	15 0 0	76 0 0	Oct.	H. Davies -	2d	R. Morgan -	1st
				W. Graves -	2d		
				H. Reid -	1st		
Manchester, All - N. Souls.	15 0 0	31 10 0	Jan.	J. Moss -	2d		
Manchester, Argyle - B. Street.	18 0 0	96 0 0	Sept.	G. Webb -	1st		
				G. Smith -	3d		
				J. Stone -	3d		
				R. Blomeley -	2d		
				E. Oliver -	2d		
				T. Schofield -	1st		
				J. Williams -	1st		
Manchester, Cathed- N. ral.	48 0 0	54 0 0	Feb.	J. Sanderson -	1st	H. A. Heap -	3d
Manchester Gran- N. by Row.	23 0 0	72 0 0	Jan.	J. Corcoran -	3d	A. Pritchard -	3d
				E. Lord -	3d	E. Finch -	1st
				W. Pollit -	3d		
Manchester, Jeru- Wes. salem Chapel.	- - -	186 0 0	Oct.	C. Kellett -	4th	S. Hadfield -	4th
				J. Gallagher -	4th	J. Moss -	4th
				R. Burrows -	3d	A. Moss -	3d
				J. Scotson -	3d		
				W. Hughes -	3d		
				G. Mellor -	1st		
				W. Heming- way.	1st		
Manchester, Lower - B. Moseley Street.	30 10 0	232 10 0	Oct.	J. Bloor -	5th	M. Brotherton -	3d
				W. Pilkington -	5th	J. Mills -	3d
				E. T. Kenyon -	5th	M. M'Dermot -	3d
				W. Emery -	5th	E. Padley -	2d
				W. Ellis -	4th	A. Riley -	2d
				J. H. Crowther -	1st	S. A. Patteson -	1st
Manchester, Mar- B. shall Street.	- - -	153 0 0	Sept.	T. Bertenshaw -	2d		
				T. Ogden -	2d		
				P. Birming- ham.	2d		
				W. Ashworth -	2d		
				S. Kew -	2d		
				W. Catchasides -	2d		
				T. Fletcher -	2d		
				F. R. Brown -	2d		
				R. Smethurst -	1st		
Manchester, Park B. Lane (Infants).	- - -	60 0 0	April	J. Davidson -	1st		
				J. T. Simpson -	2d		
				J. Wolsten- holme.	2d		
				A. Allen -	1st		
				N. Crossley -	1st		
Manchester, Red- N. bank, St. Thomas'.	40 10 0	137 10 0	Feb.	W. Jackson -	4th	M. Parr -	4th
				H. Watson -	2d	H. Dean -	4th
				J. T. Fowler -	2d	S. A. Bardsley -	3d
						M. A. Potter -	3d
Manchester, B. Rooden Lane.	18 0 0						

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Manchester, - Wes. Rusholme Road.	£ s. d. 21 10 0	£ s. d. 148 0 0	Oct.	W. Shaw - 4th J. C. Hopwood - 4th J. H. Hancock - 3d		M. M. Daven- port. - 3d D. Forbes - 3d S. A. Fielding - 2d E. M. Sebley - 2d M. J. Potts - 1st	
Manchester, St. - N. Andrew's.	16 10 0	41 10 0	Feb.	A. Pearson - 4th E. Leech - 3d			
Manchester, St. - N. Anne's.	- -	73 0 0	Jan.	P. Jones - 2d M. Bibby - 2d		A. Taylor - 4th L. Booth - 2d	
Manchester, St. - N. Barnabas'.	10 0 0	124 0 0	Feb.	W. Robson - 4th J. Riley - 4th J. Blackwell - 3d T. M'Dowell - 2d J. Goulden - 2d J. Hagan - 1st		E. Lightfoot - 5th J. Scott - 4th E. Groves - 2d	
Manchester, St. - R. C. Chads.	23 0 0	47 0 0	March	W. H. Newton - 4th		H. Sowter - 4th	
Manchester, St. - N. James'.	- -	45 0 0	Feb.	R. Crowther - 2d J. Moss - 2d J. Dawson - 2d		S. A. Grindley - 2d E. Willcock - 2d P. Clare - 1st E. Owen - 1st J. Bishop - 1st E. Jones - 1st E. Hayhurst - 1st M. Tivnan - 1st E. Smart - 1st M. Martin - 1st A. Holden - 4th M. Southern - 4th M. Brown - 3d	
Manchester, St. - N. Jude's.	10 0 0	29 0 0	Feb.	- - - -			
Manchester, St. Pa. R. C. trick (Girls).	- -	55 0 0	Nov.	- - - -			
Manchester, St. - N. Saviour's.	13 0 0	147 0 0	Feb.	I. Broadhurst - 4th W. Ogden - 4th W. Johnson - 4th A. S. Hobby - 4th J. H. Edmon- son. - 1st G. Barnett - 4th E. Barton - 5th R. Gaskell - 3d J. Collinge - 2d G. Scott - 2d J. Chadwick - 4th W. Robinson - 4th W. Butter- worth. - 3d			
Marsden, Great - N.	- -	15 0 0	July			S. A. Keen - 4th	
Mayfield - B.	28 0 0	45 0 0	Oct.				
Michael's, Saint, on - N. Wyre.	- -	44 0 0	May				
Middleton - N.	- -	34 0 0	March				
Oldham, St. Do- mingo's.	15 0 0	62 0 0	Sept.				
Ormskirk, United Cha- rity.	21 10 0						
Oswaldtwistle, - N. Cabin End.	- -	36 10 0	July	W. H. Barnes - 4th J. Walton - 1st J. Yates - 2d J. Mellor - 1st J. Coates - 4th J. Houghton - 4th W. Cowburn - 2d		A. Thompson - 4th A. Tipping - 2d A. Seddon - 1st M. Withers - 1st	
Oswaldtwistle, New - N. Lane.	- -	31 10 0	"				
Patricroft, Mecha- nics' Institution.	28 0 0	83 0 0	Oct.				
Pendlebury - N.	- -	32 10 0	March				
Pendleton, St. Tho- mas'.	20 0 0	15 0 0	"				
Preston - Wes.	20 0 0						
Preston, Central - N.	15 0 0	65 0 0	Nov.	W. Holmes - 3d J. Longworth - 2d W. M'Gonigle - 2d E. Lawe - 1st C. Garner - 3d T. Woods - 3d R. Rippon - 2d C. C. Ward - 1st			
Preston, Ch Ch. - N.	20 0 0	54 10 0	"				
Preston, Croft Wes. Street.	- -	15 0 0	Sept.				
Preston, Fox Street - R. C.	21 10 0						
Preston, St. Augus- R. C. tine.	- -	67 10 0	April			M. Mercer - 3d P. Thompson - 2d E. Lunt - 2d M. Newby - 2d	

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Preston, St. Paul's - N.	£ s. d. 37 0 0	£ s. d. 161 10 0	Dec.	S. Heathcote - J. Sumner - W. Leeming - W. Critchley -	3d 3d 2d 1st	J. Fletcher - M. K. Thomson - A. Hindle - A. Seward - E. Eanes - E. Wesley -	3d 2d 2d 1st 1st 1st
Preston, St. Wil- fred's. N.	20 0 0						
Preston, Trinity - N.	18 0 0	72 10 0	"	J. Miller - W. Battersby - D. Cartmel - R. Worthing- ton.	5th 4th 1st 1st		
Radcliffe Hall, N. Manchester.	15 0 0						
Rainford, St. Helen's - N.	16 10 0						
Rainhill - N.		20 0 0	Sept.	J. Ellis -	3d		
Rainhill, Mickel- head Green. B.	18 0 0						
Rainhill - R.C.	20 0 0	17 10 0	June	R. Frodshaw -	2d		
Ravenhead (British - B. Plate Glass Com- pany's).		29 0 0	April	-	-	S. Jackson - M. Porter -	1st 1st
Rawcliffe Hall - N.		15 0 0	May	-	-	M. Blundell -	1st
Rochdale - N.	18 0 0	67 10 0	March	E. Halliwell - T. Oldham - S. Green - J. Kenyon - J. Edwards - J. Denison - J. R. Richmond - J. H. Stanfield - H. Rider - J. Garner - W. Beckett - J. Berry - J. Robinson -	4th 3d 1st 1st 4th 2d 3d 2d 2d 1st 3d 3d 2d		
Salford, Scotch Presbyterian.	23 10 0	83 0 0	Oct.			A. Rider - M. A. Aspden -	4th 4th
Salford, Broughton - Wes. Road.	20 0 0	65 0 0	March				
Salford, Ch. Ch. - N.	35 0 0	148 0 0	Feb.			E. C. Brad- shaw. F. Hudson - S. Robinson - A. P. Douglas - B. J. Howard - J. Hill - E. Jackson - A. Shields - E. Lawton - M. S. Birken- head.	4th 4th 2d 2d 2d 4th 3d 3d 3d 3d
Salford, Great - N. George Street (Model).	43 0 0	181 0 0	Jan.	W. H. Stanley - I. G. Turner - H. P. Meaden - J. Bentley -	4th 4th 4th 3d		
Salford, St. Bartho- lomew's. N.	29 0 0	80 10 0	"	W. Wild - U. Tylor -	2d 1st	C. Powlson - C. Moore - E. Bray - E. Knaption - E. Howarth - A. J. Banks -	2d 2d 1st 5th 4th 3d
Salford, St. Mathias' - N.	20 0 0	74 10 0	Feb.				
Salterthwaite and - N. Rusland.	15 0 0						
Scorton - B.		40 0 0	June	J. Redman -	3d	H. Daniel -	3d
Seaforth - N.	20 0 0						
Sharples (Ash- worth's). B.		17 10 0	Sept.	J. Roscoe -	2d		
Smallbridge, St. - N. John's.	15 0 0	54 10 0	April	W. Wolfenden - W. Scott - T. Dex - G. Booth - H. Tinker - J. Oliver - W. Kaye - H. Clough -	4th 2d 2d 4th 4th 4th 3d 2d		
Staleybridge (Fac- tory School). B.	23 0 0	100 10 0	March				
Standish (Grammar School). N.	21 10 0						
Stretford - N.	23 0 0	4 0 0	Feb.	P. Jackson - E. H. Birken- head.	5th 3d		

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Swinton, Industrial	£ s. d. 55 5 0	£ s. d. 55 5 0	Dec.	F. Mullin - 2d J. Boyd - 2d J. Roberts - 2d W. Walker - 1st J. Whitehead - 1st W. Samuels - 1st	
Towneley (Infants) R.C.	12 0 0	34 0 0	"		E. Ellis - 2d R. Redman - 2d E. Welch - 1st
Toxteth, St. James' - N.	18 0 0	44 0 0	Sept.	H. Nicholls - 1st W. Washington - 1st J. Cowen - 2d T. Mercer - 2d W. Barlow - 2d	M. J. Hawthorne - 2d M. Jones - 2d J. Wilson - 2d M. J. Platt - 1st S. Ridyard - 4th E. Barnes - 4th B. Urnson - 4th
Toxteth, St. Thomas' - N.	-	112 0 0	"		
Walkden Moor - N.	15 0 0	126 10 0	Dec.	M. Molineux - 4th J. Allen - 4th J. Cook - 3d E. Farrar - 3d J. Hall - 3d	
Walmersley, Ch. Ch. N.	-	39 0 0	March	J. Naylor - 1st R. Betley - 1st J. Naylor - 1st	
Wargrave - N.	21 10 0	42 0 0	Oct.	J. Jackson - 3d T. Gleave - 2d W. Pemberton - 2d J. Cassidy - 2d P. Rigby - 1st I. Dutch - 4th G. Betts - 3d	M. Sutton - 2d A. Southern - 2d M. Sutton - 2d A. Webster - 1st
Warrington - B.	31 0 0	143 0 0	"		J. Southern - 2d M. A. Chilvers - 2d E. Smith - 2d S. Gregson - 1st E. Chamberlain - 3d E. Stanley (S.M.) - 3d L. Thomas (S.M.) - 3d J. Paliseer - 2d A. Radcliffe - 1st M. Allen - 2d
Warrington - Par.	31 0 0	104 0 0	"		
Waterloo - N.	-	37 10 0	Sept.	H. Austin - 2d	
Wavertree (Infants) B.	10 0 0	24 0 0	Nov.	-	
West Derby - P.U.	-	41 10 0	Dec.	R. Rankin - 2d P. Roughsedge - 1st W. Ayrton - 1st	J. Paliseer - 2d A. Radcliffe - 1st M. Allen - 2d
Whittington - N.	16 0 0	32 10 0	Oct.		
Wigan, St. John - R.C.	12 0 0				
Wigan, St. Mary - R.C.	18 0 0				
Whittington - N.	-	44 0 0	Feb.	T. Turnbull - 4th J. Stratham - 4th D. Royle - 3d W. Millington - 3d T. Batley - 2d	M. Millington - 5th L. Berry - 4th
Worsley - N.	25 0 0	101 0 0	Dec.		
Total	2377 10 0	11724 0 0			
LEICESTERSHIRE.					
Bardon Park - B.	-	45 0 0	July	J. Smith - 4th	E. Walker - 4th
Barkstone - B.	-	17 10 0	June	-	A. Kitching - 2d
Burbage - N.	15 0 0	20 0 0	May	W. J. McKeon - 3d	
Dalby, Old - B.	-	17 10 0	Dec.	Z. H. Branson - 2d	
Hathern - Ch.	15 0 0	34 0 0	June	T. Lakin - 2d J. Wortley - 2d W. Freeman - 3d C. Davis - 3d	
Ibstock - B.	-	39 0 0	July		
Kegworth - N.	15 0 0				
Kibworth Harcourt - N.	-	39 0 0	May	W. Adkinson - 3d W. Briggs - 3d S. Cowdell - 3d J. Wright - 2d R. White - 1st J. H. Smith - 2d W. Walker - 2d T. Perkins - 2d A. Armstrong - 1st J. Dare - 3d	
Leicester, Ch. Ch. - N.	-	49 10 0	June		
Leicester, County - N.	-	62 10 0	"		
Leicester, Great Meeting Day School - B.	16 10 0	20 0 0	July		

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Loughborough - Wes.	£ s. d. - - -	£ s. d. 49 0 0	Dec.	E. Lakin -	2d	M. A. Berrington.	2d
Melton Mowbray (Free School). N.	16 10 0	41 10 0	May	E. Dakin -	1st		
Prestwold - N.	21 10 0			T. Ward -	4th		
Sheepshed - N.	12 0 0	90 0 0	"	G. Fancourt -	3d		
				W. Blood -	3d	E. Lucas -	1st
				W. Morley -	3d		
				J. Colban -	3d		
				R. Husbands -	3d		
Waltham-le-Wolds - N.	16 10 0	17 10 0	June	R. Snell -	2d		
Whaddon, Long - N.	10 0 0						
Total - -	138 0 0	542 0 0					
LINCOLNSHIRE.							
Barton-on-Humber-Wes.	16 10 0	47 0 0	Dec.	E. Drury -	3d		
				G. Willford -	1st		
				T. Skinner -	1st		
Boston - N.	- - -	58 0 0	Feb.	J. Jay -	1st	M. J. Bellamy	1st
				W. H. Tupholme.	1st	H. Martin -	1st
Boston - B.	10 0 0	165 10 0	July	J. Crow -	3d	A. Hildred -	3d
				J. T. Lane -	3d	E.A. Munkman	3d
				J. Partridge -	3d	E. Porter -	3d
				J. Pickering -	3d		
				G. Wells -	3d		
Boston - Wes.	16 10 0	29 0 0	"	J. Cheek -	2d		
				I. Sewell -	1st		
Colsterworth - N.	- - -	44 0 0	Feb.	S. Smith -	1st		
				W. Hardy -	4th		
				E. Barfoot -	4th		
Deeping, St. James' - N.	10 0 0			B. Kirk -	5th		
Gainsborough - N.	18 0 0	64 10 0	"	J. Sharpe -	4th		
				S. Needham -	3d		
Gainsborough - Wes.	15 0 0	88 0 0	July	W. Pickett -	4th	S. Oram -	5th
				C. Parrish -	4th	M. Dixon -	3d
Grantham - N.	15 0 0	111 0 0	Feb.	B. Newbatt -	4th		
				F. Cant -	4th		
				J. Oliff -	3d		
				R. Lee -	3d		
				H. Lenton -	3d		
Grantham, St. Mary. - R.C.	- - -	15 0 0	Jan.	W. Hancock -	1st		
				J. Byrne -	1st		
Huttoft - N.	- - -	22 10 0	"	- - -	-	E. Fearnside -	4th
Lincoln - Wes.	15 0 0	98 10 0	July	C. Mansford -	5th	A. L. Hanson -	2d
				J. Dixon -	4th	A. Goodrick -	2d
				W. Murr -	3d		
Louth - B.	33 0 0	199 0 0	Nov.	J. Smith -	5th	M. Hallam -	3d
				W. Moody -	4th	E. White -	2d
				J. Wilson -	4th	M. Green -	2d
				F. Hewitt -	4th	M. A. Tacey -	1st
				R. Holroyd -	3d		
				J. Ashton -	2d		
				H. Clark -	1st		
Messingham - N.	- - -	22 10 0	Feb.	E. Smith -	4th		
New Leake - Wes.	- - -	31 10 0	Aug.	A. Stevens -	2d		
				J. Ingamells -	1st		
Pinchbeck, West - Ch.	- - -	20 0 0	Jan.	M. Nelson -	3d		
Saxilby - N.	- - -	82 0 0	Feb.	G. Harwood -	4th	A. Woolhouse -	2d
				J. Simpson -	4th		
				H. Rook -	4th		
Skirbeck - N.	15 0 0	15 0 0	"	- - -	-	S. Pinches -	1st
Spalding - N.	15 0 0	17 10 0	"	F. Garaway -	2d		
Wainfleet - Wes.	- - -	29 0 0	Aug.	J. Manning -	1st		
				J. Dyer -	1st		

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Welton-le-Wolds - N.	£ s. d.	£ s. d.	Feb.	C. Lucas	2d		
Weston, St. Mary's - N.	- - -	17 10 0	"	R. King	1st		
Winterton - - Wes.	15 0 0	- - -					
Wrawby - - - N.	15 0 0	20 0 0	Jan.	- - -	-	S. Leeson	3d
Total	209 0 0	1212 0 0					
MIDDLESEX.							
Audley Street, - N.	15 0 0	34 0 0	Oct.	- - -	-	M. Steward	2d
North, St. Mark's	- - -	15 0 0				M. Biggins	2d
Baldwin's Gardens - N.	36 0 0	162 10 0	April	C. E. Marks	5th	M. Clubb	5th
				R. Marks	4th	A. E. Fuller	5th
				M. Clovan	3d	M. A. Dixon	4th
				W. Lambson	2d	A. Lake (hon')	1st
				W. T. Berry	2d		
				(hon').			
				J. Quin	1st		
Baldwin's Place, - N.	18 0 0	29 0 0	"	W. Smart	1st		
St. John's.	- - -	- - -		W. Howard	1st		
Bayswater - - N.	- - -	87 10 0	Dec.	J. Noble	5th		
				J. Ford	5th		
				G. S. Smithson	4th		
				T. Kelly	3d		
Bethnal Green, - B.	15 0 0	230 10 0	Jan.	R. Engleburtt	4th	E. Bates	4th
Abbey Street.				J. Hume	3d	E. Bagg	2d
				W. Linden	3d	C. Roberts	2d
				W. Jordan	3d	E. Robinson	1st
				E. Kendal	3d		
				W. H. Kennedy	2d		
				W. Wastell	1st		
				W. J. Naylor	1st		
				W. A. Field	1st		
				C. M. Wilson	1st		
Bethnal Green, Gas- B.	- - -	106 10 0	Feb.	R. Pain	4th	M. F. Upjohn	1st
coigne Place.				G. Purvis	4th	R. Clark	1st
				S. Ames	4th		
				E. Matthews	1st		
Bethnal Green, St. - N.	16 10 0	82 0 0	March	G. B. Fret- well.	4th	L. Howie	3d
Bartholomew's.				G. R. Young	4th		
				G. Ridler	3d		
Bethnal Green, St. - N.	15 0 0	95 0 0	April	J. Lindeman	5th	E. Bateman	1st
James'.				W. Bayley	4th		
				F. G. Hunt	3d		
				W. H. Water- low.	2d		
Bethnal Green, St. - N.	- - -	110 10 0	"	B. Ames	5th		
Matthew's.				W. Woods	5th		
				C. Harrington	4th		
				D. Haysman	4th		
				W. E. Brother- hood.	4th		
Bethnal Green, St. - N.	20 0 0	95 0 0	"	G. A. Chap- man.	5th		
Peter's.				J. W. Crooks	5th		
				W. G. Bryant	5th		
				J. W. Saunders	5th		
Bloomsbury, St. - N.	36 0 0	111 10 0	Nov.	S. Sparrow	4th	M. A. Gifford	4th
George's.				G. Pickard	4th	S. Standish	2d
				M. Ford	2d	C. Chane	1st
Brentford - - B.	25 0 0	167 10 0	April	W. Pearce	5th	E. Davis	5th
				J. Fincham	4th	F. A. Davis	4th
				G. Sanders	4th	F. J. Ince	3d
				E. Lloyd	3d		
				H. Watson	3d		
Brompton - - N.	18 0 0	110 10 0	Oct.	W. Meadows	5th		
				J. Webb	5th		
				A. Wheeler	4th		
				J. Hastin	4th		
				T. Hunter	4th		

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Camden Town - N.	£ s. d. 28 0 0	£ s. d. 192 0 0	March	J. Mullany - 3d G. Phillip - 3d G. Draper - 2d G. Snelus - 2d W. Shield - 2d T. Girling - 1st	M. Schultze - 4th J. Hillier - 3d S. L. Schultze - 3d L. Blackmore - 2d A. M. Schultze - 2d		
Castle Street, Lei- cester Square. R.C.	-	29 0 0	June	-	-	J. Burke - 1st M. Langhurst - 1st	
Charterhouse, St. Thomas'. N.	23 0 0	426 10 0	Sept.	W. Hewitt - 5th H. Hughes - 5th R. W. Nelmes - 5th F. G. Britcher - 5th T. Ruffle - 5th T. H. Maynard - 5th J. A. Brabham - 4th C. Heap - 3d J. T. Crosby - 2d H. Kirby - 1st G. M. Philipson - 1st R. Puttick - 3d J. Jeffrey - 3d E. Knight - 1st K. Wimperis - 2d	S. E. Bancroft - 5th C. Denham - 5th C. Holdway - 5th H. A. Power - 5th M. Power - 4th A. Williams - 4th E. Cowper - 4th E. Taylor - 3d M. Butler - 2d A. Kimpton - 2d		
Chelsea, Ch. Ch. - N.	-	52 0 0	Jan.	-	-		
Chelsea, Park - N. Chapel.	16 10 0	32 10 0	Feb.	-	-	E. L. Fletcher - 1st	
Chelsea, St. Luke's - Par.	16 10 0	95 10 0	"	H. Arnold - 5th H. Alexander - 4th T. Dexter - 3d J. Emery - 2d W. Payne - 2d W. T. Dixon - 5th W. L. Romilly - 4th J. Snooks - 3d J. S. Morris - 2d A. Freeman - 1st L. F. Miller - 1st			
Chelsea, St. Mark's - N. (Practising School).	-	106 0 0	March	S. J. Taylor - 5th W. J. Little - 4th J. G. Lovell - 3d W. T. Jackson - 2d	A. Williams - 5th J. Price - 5th E. F. Wilby - 5th S. K. Jackson - 3d J. Wiltshire - 1st N. Bolton - 1st		
Chelsea, Trinity - N.	18 0 0	183 0 0	Jan.	-	-		
Farringdon Street B. (Harp Alley).	-	15 0 0	"	-	-		
Finchley, Trinity - N.	-	63 0 0	June	C. Carter - 2d J. Cook - 2d J. J. Morris - 5th E. Adams - 5th M. M. Hickey - 3d J. J. Collins - 3d T. Littleboy - 3d	C. Baker - 1st C. Rose - 1st		
Fulham, All Saints' N.	20 0 0	49 0 0	May	-	-		
Fulham, St. Thomas R.C.	33 0 0	57 0 0	Feb.	-	-		
Gate Street, Lin- coln's Inn Fields. R.C.	-	101 0 0	June	-	-	E. Walsh - 3d M. Fitzgerald - 3d M. Crane - 3d M. Ryan - 2d E. Crane - 2d J. Burke - 1st E. J. Shirley - 2d A. M. Payne - 2d	
George's, St., in - N. the East, Ch. Ch.	28 0 0	114 0 0	Nov.	H. T. James - 4th W. Pink - 4th J. Williams - 3d W. Hudson - 3d			
George's, St., in - N. the East, Ch. Ch. (Walburgh Street).	-	29 0 0	"	-	-	C. M. Scott - 1st L. B. Hodges - 1st	
Gordon Square, All - N. Saints'.	-	149 10 0	"	T. C. Hutton - 5th F. W. Smith - 4th T. J. Bedford - 4th	F. Phillips - 4th O. Hole - 4th M. Clarke - 4th M. A. Baker - 3d A. Carter - 5th C. Burge - 4th J. Crouch - 2d S. Davis - 2d A. Ball - 1st		
Hackney Road, - B. Weymouth Ter- race.	10 0 0	183 10 0	Feb.	F. M. Edwards - 4th A. A. M'Lucas - 4th G. Carter - 3d H. Carter - 2d W. J. Scago - 2d			

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	£ s. d.	£ s. d.					
Hackney - Par.	21 10 0						
Haggerstone, St. - N.	13 0 0	188 10 0	April	H. Fountaine - 4th	A. Carey - 4th		
Mary's.				J. Mitchell - 4th	E. Gorsuch - 3d		
				W. Brien - 3d	B. Dukes - 3d		
				L. Potts - 3d	E. Lea - 2d		
				E. Pulham - 3d			
				S. G. Sherman - 2d			
				T. G. Murphy - 3d			
Hammersmith - R.C.	20 0 0	20 0 0	July				
Hampstead - R.C.	18 0 0						
Hampstead - Par.	16 10 0	99 0 0	March	J. Francis - 4th	F. Bailey - 1st		
				H. Howard - 3d	E. J. Simon - 1st		
				W. Smith - 2d			
				G. Tingey - 1st			
Hampstead, St. - N.	10 0 0	20 0 0	April	E. Smith - 3d			
John's.							
Hanwell - N.	-	52 0 0	June	W. Harding - 3d			
				T. Samuels - 3d			
				H. Gillman - 1st			
Harrow - N.	18 0 0	59 0 0	May	W. Stewart - 4th	P. Davis - 1st		
				F. Goshawk - 4th			
Hatton Garden, - Par.	-	71 0 0	Nov.	E. Marchant - 1st	E. Chandler - 1st		
St. Andrew's.				G. J. Sneath - 1st	M. Reeves - 1st		
					J. Hemley - 1st		
Highgate - N.	25 0 0	101 0 0	April	C. Millington - 5th	J. Johnston - 4th		
				T. Ward - 3d	E. King - 4th		
				J. Abbey - 1st			
Home and Colonial Ju- venile and Infant (Gray's Inn Lane).	54 0 0	221 10 0	Aug.	C. Carter - 4th	L. Adams - 5th		
				A. Freeman - 4th	J. Brock - 4th		
				C. Wells - 1st	A. Hobs - 4th		
					J. E. Mayne - 2d		
					M. Parfitt - 4th		
					H. Henderson - 4th		
					M. Green - 2d		
					M. A. Nicholls - 4th		
Hornsey - N.	28 10 0	121 0 0	April	J. Bayley - 5th	C. Cutbush - 5th		
				F. R. Lowe - 5th	C. Temple - 5th		
					S. Penton - 5th		
Hoxton, St. John's - N.	25 0 0	203 10 0	"	R. Leech - 5th	M. A. Tennant - 5th		
				E. Tennant - 4th	R. Childs - 5th		
				W. Dalling - 4th	H. Tennant - 4th		
				W. J. Tisbury - 1st	A. Groombridge - 4th		
John's Wood, St. - N.	40 0 0	132 0 0	"	O. Ransted - 1st	E. Watson - 4th		
St. John's.				G. Bugge - 5th	M. Hunt - 5th		
				F. Wheatley - 4th	A. Walker - 1st		
				W. Chambers - 4th	A. Cooper - 1st		
				T. Brooks - 1st			
John's Wood, St. - R.C.	45 0 0	150 0 0	June	D. A. Duncombe - 4th	C. Headen - 3d		
				J. Flanagan - 4th	A. O'Neill - 3d		
				J. Donagan - 3d	M. Slattery - 3d		
				J. Duncombe - 1st	M. Hickey - 3d		
Islington, St. James' - N.	13 0 0						
Islington, St. Mary's - N.	15 0 0	67 0 0	April	H. T. Symmons - 5th			
				H. West - 4th			
				C. Groome - 4th			
Islington, St. Paul's - N.	10 0 0						
Islington, St. Peter's - N.	-	54 10 0	Aug.	J. Emmerson - 3d			
				W. R. Austiss - 3d			
				G. F. Figgins - 2d			
Islington, Saint - N.	-	79 10 0	Jan.	G. Clompson - 5th	M. A. Willmott - 5th		
Stephen's.				W. Bicknell - 2d			
				J. Honeybone - 1st			
Islington, South, - B.	38 0 0	245 0 0	"	W. F. Savage - 5th	L. Scott - 4th		
and Pentonville.				H. Bevan - 4th	M. Spurgeon - 4th		
				J. Pick - 4th	A. Moore - 3d		
				S. Dixon - 4th	J. Jones - 3d		
				F. Whitaker - 3d	M. Hancock - 3d		
				E. Waters - 1st	S. A. Jones - 2d		
				T. Balcombe - 1st			
Kensal Green, St. - N.	12 0 0	73 10 0	Dec.	W. S. Brunsdon - 1st	M. Brent - 2d		
John's.				J. H. Castle - 1st	M. Wright - 1st		
					M. Woodcock - 1st		

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Kensington, St. N. Barnabas'.	£ s. d. 12 0 0	£ s. d. 44 10 0	Jan.	J. Whitworth	2d		
				G. Reed	1st		
				J. R. Clarke	1st		
Kentish Town - N. Kentish Town (In- fants).	30 0 0 11 0 0	17 10 0	April	-	-	A. Broomfield	2d
Limehouse - Wes.	15 0 0	113 0 0	Feb.	W. F. Blenkarn	5th	M. Duncan	4th
				J. Devonshire	4th	(S.M.)	
				F. J. Sutton	3d		
				C. E. Gover	3d		
				P. L. Gray	2d		
				C. Starr	1st		
London, Chapel Street, Domestic Mission.	16 10 0	15 0 0	"				
London, City of - N. (Girls and In- fants).	15 0 0						
London, East - R.C.	- -	75 10 0	March	- - -	-	M. Coughlin	2d
						I. M'Sweeny	2d
						M. Arkisson	2d
						M. Carthy	1st
						M. Finn	1st
London, St. Sepul- N. chre's.	15 0 0	17 10 0	Dec.	M. Carey	2d		
Martins, Saint, in - N. the Fields.	13 0 0	148 0 0	April	J. Evans	5th		
				W. Adams	5th		
				E. Wolfe	5th		
				W. Walling	5th		
				E. Jackson	5th		
				J. Challenger	1st		
				W. E. Stark	1st		
				R. W. Chaplin	5th		
Martins, Saint, in - N. the Fields (Nor- thern).	- -	25 0 0	May				
Marylebone, Eas- N. tern (Boys).	- -	185 0 0	Sept.	F. Ashton	5th		
				C. Taylor	5th		
				E. Carlile	5th		
				J. Welch	4th		
				J. Seabrook	4th		
				J. Seaman	4th		
				J. Grove	4th		
				T. Welch	3d		
				J. Harman	1st		
Marylebone, Eas- N. tern (Girls).	14 0 0	57 0 0	"	-	-	H. Avey	5th
						F. Stewart	2d
						S. G. Kimber	2d
Marylebone, Presbyte- rian.	- -	39 0 0	Feb.	H. Calder	3d		
				F. Gordon	3d		
Marylebone, Wes- N. tern.	- -	122 0 0	March	R. Poston	3d	A. Mills	3d
				M. Salter	2d	H. Smith	3d
				R. French	2d	A. Mitchell	2d
						A. Jones	2d
Marylebone, High - R.C. Street, St. James.	- -	42 0 0	Jan.	- - -	-	A. Regan	1st
						C. Hennessey	1st
						J. Holland	1st
Marylebone, Nutford Place, Diocesan.	16 0 0	68 0 0	April	J. Hannaford	2d	M. D. Jarvis	2d
				F. Warner	2d	L. Rowe	2d
Moor Street, Edge- R.C. ware Road.	- -	34 0 0	Aug.	J. T. Holland	2d		
				D. T. Glosset	2d		
Moorfields, Bunhill - R.C. Row.	15 0 0	64 10 0	April	J. Mengher	3d	S. Hughes	2d
				D. J. Hurley	1st		
				D. W. M'Car- thy.	1st		
Paddington Green - N. St. Mary's.	- -	150 0 0	Nov.	H. Pegler	4th	R. Cornford	4th
				J. Barge	4th	E. F. Shakspear	2d
				J. Anthony	3d	E. Page	1st
				W. Quick	3d		
				T. Broad	3d		

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Paddington, St. - N. John's.	£ s. d. 30 0 0	£ s. d. 101 0 0	Dec.	T. Bryer - 4th	E. Rose - 4th		
				W. Goodwin - 3d	M. H. Watson - 4th		
Pancras, St., East - N.	15 0 0	188 10 0	Oct.	A. King - 2d			
				R. D. Watkins - 4th	J. T. Graham - 4th		
				J. Stark - 4th	E. M'Gregor - 4th		
				H. R. Graham - 4th	A. Turner - 1st		
				J. Mullings - 4th			
				J. Stone - 2d			
				W. Mady - 2d			
Pancras, Saint - N.	13 0 0	110 0 0	April	J. Johnson - 2d			
				-	E. R. Warren - 1st		
					M. A. E. Mar- shall. - 1st		
					E. Perkins - 1st		
					F. Knowles - 1st		
					C. C. Brenack - 1st		
					S. G. E. White- house. - 1st		
					S. E. Hill - 1st		
Pancras, Saint - N. Ch. Ch.	-	152 10 0	"	S. A. Chapman - 1st			
				E. Leafe - 3d	M. A. Black - 4th		
				J. T. Watson - 3d	M. Lawless - 4th		
				J. H. Vochins - 3d	M. A. Dawe - 4th		
				F. Churcher - 2d	M. A. Sibley - 2d		
Pimlico, St. Mi- chael's.	12 0 0	40 0 0	Feb.	J. J. Large - 2d	M. L. Hallett - 2d		
Poplar - R.C.	16 10 0	59 10 0	March	P. T. Saunders - 1st			
				T. Walsh - 4th			
				T. Barry - 3d			
				J. Sherridan - 3d			
Portman Square - N.	-	144 10 0	April	W. Willson - 5th	H. Dawson - 5th		
				J. Simmonds - 5th	E. Nash - 4th		
				J. Veacock - 3d	J. Winter - 3d		
				F. French - 1st			
Queen Street, Great-Wes.	20 0 0	73 0 0	Jan.	G. Russell - 3d	E. Moister - 3d		
				J. Ferrings - 2d	A. Polley - 2d		
Radnor Street, City-Wes. Road.	18 0 0	142 10 0	"	G. H. Davis - 4th	C. Bounds - 4th		
				C. Shepherd - 3d	M. J. Horton - 3d		
				G. H. Smith - 3d	M. E. Olney - 1st		
				C. J. Hayes - 2d			
				W. Horton - 1st			
Russell, Charlotte - N. Street, Fitzroy Square.	11 0 0	44 0 0	Sept.	-	M. L. Green - 4th		
				-	E. A. Dudley - 4th		
Saffron Hill, St. - N. Peter's, Cnslow Street.	10 0 0	39 0 0	April	-	C. Speaight - 3d		
				-	L. Lovelace - 3d		
Soho, St. Anns's - Par. Spitalfields, Spicer - R.C. Street.	23 0 0	22 10 0	Feb.	H. Webb - 4th			
	-	29 0 0	March	J. Ryan - 1st			
				T. Nowland - 1st			
Spitalfields, Wood - B. Street (Charity).	-	80 10 0	Feb.	G. J. Harrison - 4th	J. Dearing - 3d		
				W. Stiff - 3d	M. Wood - 3d		
Staines - N.	16 10 0	44 0 0	May	J. Hutt - 4th			
				W. Hewett - 4th			
Stepney, All Saints' - N.	15 0 0	89 10 0	Sept.	R. Rawlings - 5th	E. Bellamy - 4th		
				W. East - 4th			
				J. Johnson - 4th			
Stepney, Red Coat - N. (Endowed).	20 0 0	44 0 0	Oct.	J. Lewis - 4th			
				G. Coker - 4th			
Stepney, St. Peter's - N.	16 10 0			W. White - 5th	E. Pike - 5th		
Stepney, St. Tho- mas'.	34 0 0	157 10 0	"	T. Osborne - 4th	L. Banks - 4th		
				J. Park - 1st	M. A. Mossel- man. - 4th		
				G. J. Eve - 1st	J. L. Pike - 3d		
Tottenham - N.	18 0 0	39 0 0	July	W. Ware - 3d			
				W. Alden - 3d			
Tottenham - B.	-	42 0 0	Jan.	J. Faulkner - 1st			
				A. Crouch - 1st			
				W. Woodcock - 1st			

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Tudor Place, St. - R.C. Patrick.	£ s. d. - - -	£ s. d. 42 0 0	Feb.	- - -	M. Ryan - 1st M. Keefe - 1st J. Madden - 1st
Twickenham, Tri- N. nity, Archdeacon Cambridge's.	- - -	41 10 0	May	J. S. Sanders - 4th M. Pope - 3d	
Uxbridge - B.	- - -	15 0 0	Feb.	H. Ainsworth - 1st	
Vincent Square, St. - N. Mary's.	47 10 0	132 0 0	Jan.	A. T. White - 4th H. Skeet - 4th T. Worster - 3d R. Williams - 3d	F. M. Kitsell - 3d E. Polishon - 2d E. M. Freeman - 2d
Westminster, - Wes. Model.	34 0 0	- - -			
Westminster, Arch- N. bishop Tenison's.	- - -	34 0 0	Oct.	G. R. Cross - 2d E. Bate - 2d	
Westminster, Ch.Ch.-N.	13 10 0	57 0 0	Feb.	A. Crookes - 3d R. Fielder - 3d C. Williams - 3d	
Westminster, Na- N. tional Society's, Central.	21 10 0	- - -			
Westminster, Pic- N. cadilly, St. James'.	38 0 0	209 0 0	Jan.	W. J. May- 4th nard. A. Mears - 3d J. Paton - 3d J. Paton - 3d A. Poole - 3d G. Morphett - 2d J. J. Lane - 4th C. Whitfield - 3d S. J. M'Intyre - 3d W. J. Ferry - 2d Z. Cooper - 4th J. Watkins - 4th J. Crees - 4th J. Atkinson - 4th W. Pearson - 4th J. Thurlow - 3d H. Wood - 1st	F. Spriggs - 4th E. Spriggs - 4th H. Gumm - 3d S. Parker - 3d E. Moore - 3d M. A. Howe - 2d C. Bailey - 2d E. Kindrick - 2d E. Caldwell - 3d E. Bullock - 3d E. Jephson - 3d A. E. Purvis - 1st E. Thurlow - 1st
Westminster, - N. St. John's.	15 0 0	124 10 0	"		
Westminster, - N. Rochester Row, St. Stephen's.	33 0 0	175 10 0	"		
Whitechapel, - N. St. Mark's.	- - -	49 0 0	Nov.		
Whitlands, Lower - N.	10 0 0	39 0 0	Feb.	- - -	J. M. Baker - 3d S. Fox - 3d M. A. Brooks - 4th E. M. Lee - 4th
Whitlands, Upper - N.	- - -	44 0 0	"	- - -	
Total	1506 10 0	9089 0 0			
MONMOUTHSHIRE.					
Abergavenny - - N.	21 10 0	15 0 0	Oct.	C. Davis - 1st	
Blaenavon - - N.	- - -	59 0 0	Nov.	J. Jones - 3d T. Davis - 3d	J. Webber - 3d
Blaina - - B.	20 0 0	96 10 0	June	J. Phillips - 3d J. Roberts - 2d S. Evans - 1st	M. Roberts - 2d E. Dunford - 2d E. Williams - 1st
Chepstow - - N.	15 0 0	39 0 0	Oct.	G. Church - 3d W. H. Harri- 3d son.	
Court-y-Bella - - N.	- - -	54 10 0	"	E. Worsfold - 3d J. Tedman - 3d J. D. Rees - 2d	
Newport-on-Usk - N.	23 0 0	142 10 0	"	J. Meredith - 3d D. Morris - 3d F. Ball - 3d W. Evans - 3d H. Williams - 3d	M. Upham - 2d E. A. Cole - 2d J. Thomas - 2d
Newport, Middle - N. School.	20 0 0	- - -			

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Newport-on-Usk - R.C.	£ s. d. - - -	£ s. d. 54 10 0	Feb.	J. Dwyer - 3d M. Colbert - 3d M. Fitzgerald - 2d		
Pontypool, Charity - N.	- - -	81 0 0	Oct.	A. T. Pullin - 3d T. J. Gould - 3d E. Daniel - 1st	J. Cecil - - 1st J. Trudgeon - 1st	
<i>Total</i>	99 10 0	542 0 0				
NORFOLK.						
Aylsham - - N.	- - -	37 10 0	Nov.	J. Elden - - 3d	A. Dodman - - 2d	
Burgh Apton - - N.	14 0 0	- - -				
Burnham - - N.	16 10 0	29 0 0	Dec.	J. Amps - - 1st J. Lawrence - 1st		
Fakenham - - N.	21 10 0	35 0 0	Nov.	S. Utting - - 3d	S. Grimes - - 1st	
Fritton and Mor- ningthorpe. - N.	- - -	15 0 0	Dec.	- - - - -	M. Gooch - - 1st	
Geldestone - - B.	16 10 0	- - -				
Hockwold-cum- Wilton. - - N.	- - -	40 0 0	"	F. W. Sparke - 5th	E. Sparke - - 1st	
Lynn - - - B.	- - -	44 10 0	Feb.	C. Bird - - 2d J. R. Rolin - 1st W. M. Burch - 1st		
Lynn, St. John's - N.	16 10 0	81 10 0	Dec.	W. Hill - - 2d J. Dyer - - 1st		
Lynn, St. Margaret's, N. Charity.	11 0 0	99 0 0	Nov.	D. Brown - 3d W. South - 3d W. Hitchcock - 1st	E. M. Petch - 2d M. Frost - 2d H. Gunbert - 1st	
Lynn, South, All - N. Saints'.	18 0 0	44 10 0	Dec.	J. Hammond - 2d W. Pratt - 1st J. Codling - 1st		
Mitford and Laun- ditch. - P.U.	- - -	21 10 0	Jan.	W. Seamen - 2d W. Parke - 2d		
Norwich, Model - N. (Boys).	- - -	118 10 0	Nov.	G. Plumstead - 4th W. Jennings - 4th J. W. Hewitt - 4th J. Outlaw - 3d W. Tench - 3d L. Wright - 3d		
Norwich, Model - N. (Girls).	13 0 0	100 10 0	Nov.	- - - - -	M. A. Nash - 4th H. Outlaw - 4th M. A. Chapman - 4th M. Kemp - 3d E. Nash - 3d C. Burroughs - 1st H. Salkind - 1st	
Norwich, Octagon - B.	- - -	29 0 0	Feb.	- - - - -		
Reepham - - N.	13 0 0	- - -				
Ryburgh, Great - N.	- - -	25 0 0	Nov.	R. Neale - - 5th R. Bray - - 2d		
Walsingham - - N.	18 0 0	17 10 0	"	J. Coleby - 1st	J. Kettle - - 1st	
Winterton - - N.	- - -	30 0 0				
Yarmouth, Great Charity. - N.	- - -	29 0 0	Dec.	H. Claxton - 1st G. Sayer - 1st		
Yarmouth, Great, N. St. Peter's.	- - -	115 10 0	"	J. Boyce - - 2d A. Swanbrow - 1st J. Sinclair - 1st	S. A. Watson - 1st E. L. Colkett - 1st A. Harling - 1st E. Feek - 1st E. R. Nash - 1st	
<i>Total</i>	158 0 0	862 10 0				
NORTHAMPTONSHIRE.						
Northampton, All - N. Saints'.	25 0 0	214 10 0	Nov.	T. Shaw - - 4th C. Thorpe - 4th E. Ball - - 4th J. Cave - - 4th C. Ager - - 3d	M. Barrett - 4th H. Peach - 4th S. A. Thompson - 4th E. Tecton - 3d E. Warwick - 1st H. Burrows - 1st	

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Northampton, Cen- tral.	N.	£ s. d. - - -	£ s. d. 134 10 0	Nov.	F. Thornley -	4th	M. Howard -	3d
					W. Lloyd -	3d	S. Pendred -	3d
					W. Dames -	3d	C. Howard -	3d
Northampton, St. Katherine's (In- fants.)	N.	- - -	54 0 0	"	- - -	-	E. Pendred -	3d
							S. Law -	3d
Northampton, St Sepulchre's.	N.	- - -	17 10 0	"	- - -	-	E. Jackson -	3d
Oundle -	N.	- - -	66 10 0	Dec.	- - -	-	M. Wickens -	1st
Oundle -	B.	- - -	54 0 0	July	W. Beal -	4th	M. Meadows -	2d
Rockingham -	N.	- - -	39 0 0	Dec.	C. F. Rollinson -	4th		
Thornhaugh -	N.	14 0 0			J. Lenton -	3d	A. Plant -	2d
					R. A. Rowse -	2d		
					F. Cox -	3d		
					G. Spriggs -	3d		
<i>Total</i>	-	39 0 0	580 0 0					
NORTHUMBERLAND.								
Allenhead, St. - N. Peter's.	N.	- - -	41 10 0	March	W. Noble -	4th		
Alnwick -	N.	- - -	73 10 0	"	H. Dargue -	3d	E. F. Colling- wood.	2d
					J. Wilson -	1st	J. Eadington -	1st
Alnwick (Duke of - N. Northumberland's).	N.	25 0 0			T. F. Middle- mas.	1st	A. Hoy -	1st
Berwick-on-Tweed, Charity.	N.	25 0 0	47 0 0	April	A. Purvis -	2d		
					T. A. Purvis -	2d		
Berwick-on-Tweed, B. (Infants).	B.	- - -	39 0 0	June	A. Drysdale -	1st		
Eldon -	N.	16 10 0	44 0 0	March	- - -	-	A. Sample -	3d
							I. Cowe -	3d
Kirkwhelpington - Par. Morpeth, St. James' -	N.	- - -	22 10 0	April	G. Davidson -	4th		
		20 0 0	56 10 0	March	A. Amos -	4th		
					J. Broom -	4th	M. Davies -	5th
Newcastle-on-Tyne - Ch. (Ragged).	N.	13 0 0			J. Rutledge -	2d		
Newcastle, St. An- drew's.	N.	43 0 0	137 0 0	"	W. Haswell -	1st		
					T. Ratcliffe -	4th	I. Atkinson -	3d
					J. Haddock -	4th	H. M'Intosh -	3d
					R. W. Henzell -	4th	S. J. Dobson -	1st
Newcastle-on-Tyne, R.C. St. Andrew's.	N.	36 0 0	137 10 0	"	J. Little -	4th		
					J. Curran -	3d	E. Monaghan -	3d
					T. Murphy -	1st	M. M'Key -	3d
							M. Gibson -	3d
							S. Summertell -	2d
							A. Harrison -	2d
							M. Murray -	2d
Newcastle, St. John's - N.	N.	28 0 0	129 10 0	April	R. R. Carr -	4th	M. Jopling -	3d
					W. H. Jopling -	3d	J. Donaldson -	3d
					T. E. Smith -	3d		
					T. Roberts -	3d		
Newcastle, St. - N. Thomas'.	N.	20 0 0	98 0 0	"	J. Sewell -	1st		
					T. Robson -	4th		
					J. Thompson -	4th		
					A. Best -	4th		
					W. Mitcheson -	4th		
North Shields, Pres- byterian.	N.	- - -	49 0 0	May	W. Harrison -	1st	S. Henderson -	1st
Ovington -	N.	- - -	29 0 0	March	R. Hutchinson -	2d		
					R. Laughton -	2d		
					J. Waugh -	1st		
					J. R. Waugh -	1st		
<i>Total</i>	-	246 10 0	904 0 0					

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NOTTINGHAMSHIRE.					
Carrington - - N.	£ s. d.	£ s. d.	March	W. H. Pilkington.	3d
Collingham, South, - N.	- - -	44 0 0	April	C. Kirk - -	4th
Dunham - - N.	- - -	20 0 0	March	T. Kirk - -	4th
Ison Green - - N.	- - -	17 10 0	"	W. Cooper -	3d
Lenton - - N.	18 0 0	148 0 0	"	H. T. Stubbs -	2d
				C. Howitt -	4th
				W. H. Holmes	4th
				W. Bridgett -	4th
				S. Williamson	4th
Mansfield, Wood- Wes. house,	- - -	39 0 0	July	- - -	E. Osmond - 3d
Newark, Ch. Ch. - N.	- - -	17 10 0	March	H. Reddish -	2d
Newark, - - Wes.	23 0 0	88 10 0	Dec.	J. Henson -	3d
				G. Oldham -	3d
				T. Dixon -	3d
Nottingham, High - B. Pavement.	- - -	34 0 0	"	- - -	E. Millington - 3d
Nottingham, St. - R.C.	21 10 0	34 0 0	March	H. Perkins -	2d
Barnabas.				J. Taylor -	2d
Nottingham, St. - N.	- - -	49 10 0	"	W. Rodgers -	3d
John's.				T. Timm -	2d
				T. Woodmen- sing.	1st
Nottingham, St. - R.C. Mary.	- - -	83 0 0	- - -	- - -	P. A. Bell - 3d
					M. A. Prior - 3d
					S. Shachlock - 3d
					E. Mustow - 1st
					M. A. Stone - 1st
Nottingham, - N.	18 0 0	127 0 0	"	W. Hall -	4th
Trinity.				W. Onn -	2d
				J. Wroughton	2d
				C. Fletcher -	2d
				C. Riggott -	1st
Ollerton - - N.	18 0 0	154 10 0	April	J. Widdowson	5th
				E. Hinde -	5th
				W. Day -	3d
				C. Goodwin -	3d
Radford - - N.	- - -	17 10 0	March	S. Charlton -	3d
Southwell - - N.	- - -	34 0 0	"	E. Maltby -	2d
				G. H. Minkley	2d
Worksop (Abbey) - N.	- - -	92 10 0	"	W. Pennington	4th
				C. Pogson -	3d
				G. Frecknall -	3d
				W. Frecknall -	2d
Total - -	98 10 0	1020 10 0			
OXFORDSHIRE.					
Banbury - - N.	- - -	87 0 0	May	J. Neale -	1st
				G. Charles -	1st
					C. Gardner - 1st
					M. Weller - 1st
					E. Gillett - 1st
Banbury - - B.	- - -	62 0 0	Oct.	J. Collett -	2d
				W. Linnell -	2d
				J. Hencham -	1st
Beckley - - N.	- - -	17 10 0	May	- - -	H. Shaw - 2d
Churchill and Sars- N.	15 0 0	44 0 0	June	J. Greenshields	4th
den.				W. Hooper -	4th
Cuddesdon - - N.	- - -	15 0 0	May	W. Gunn -	1st
Headington - - N.	- - -	15 0 0	"	S. Goodgame -	1st
Henley-on-Thames - N.	- - -	51 10 0	"	D. Freeman -	2d
				G. S. Dunn -	2d
Launton - - N.	15 0 0				
Lewknor - - N.	- - -	34 0 0	"	G. Crowdey -	2d
				S. Waters -	2d
Nuneham - - N.	20 0 0	44 0 0	June	- - -	A. Attewell - 5th
					S. Pitson - 3d

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Oxford, St. Mary's - N.	£ s. d.	£ s. d.	May	H. Franklin -	3d		
Oxford, St. Paul's - N.	- - -	20 0 0	"	- - -	-	A. Morley -	2d
Witney - - - N.	14 0 0	53 0 0	"	R. Hutt -	1st	S. Eccles -	1st
				J. L. Rowles -	1st	A. Bryan -	1st
<i>Total</i> - -	64 0 0	465 10 0					
RUTLANDSHIRE.							
Oakham - - - N.	15 0 0						
Uppingham - - N.	18 0 0						
<i>Total</i> - -	33 0 0						
SHROPSHIRE.							
Bishop's Castle - N.	- - -	59 0 0	June	R. Thomas -	3d		
				G. Home -	3d		
Brampton - - - N.	15 0 0					S. Davis -	3d
Bridgenorth - - N.	34 10 0	73 0 0	May	C. Cook -	3d	M. Peters -	1st
				W. Jones -	3d		
Bridgenorth, St. - N.	- - -	34 0 0	"	J. Bate -	2d		
Mary's, Lowtown.				C. Brown -	2d		
Broseley - - - N.	- - -	57 0 0	"	E. Smithyman -	3d		
				W. E. Williams -	3d		
Donnington Wood N.	15 0 0	57 0 0	June	F. H. Martin -	3d		
				J. Bennett -	4th		
Ellesmere - - - N.	12 0 0	15 0 0	June	R. Roberts -	4th		
Jackfield - - - N.	- - -	31 10 0	May	I. Perry -	1st	S. Davies -	1st
				E. Transom -	2d		
Lilleshall - - - N.	15 0 0	31 10 0	June	G. Venn -	1st		
				W. Hales -	2d		
Madeley - - - N.	- - -	61 10 0	"	D. Jones -	1st		
				T. Patten -	2d	M. Titterden -	4th
Middleton - - - R. C.	15 0 0					A. Price -	4th
Middleton-in-Chir- N.	- - -	46 10 0	Aug.	- - -	-	M. Rogers -	5th
bury.						E. Price -	4th
Much Wenlock - N.	- - -	17 10 0	May	J. Bill -	2d		
Oswestry - - - N.	14 0 0	83 0 0	Aug.	J. Davies -	5th	S. Roberts -	5th
				J. Hughes -	4th	A. Lewis -	2d
Shrewsbury, Indus- trial.	15 0 0						
Shrewsbury, St. Ju- N.	- - -	34 0 0	May	H. Sayce -	2d		
lian's and Trinity.				J. Williams -	2d		
Wellington - - - N.	- - -	20 0 0	"	H. Hall -	3d		
Whitechurch - - N.	- - -	54 10 0	"	C. Davenport -	3d		
				T. Griffith -	3d		
Wombridge - - - N.	- - -	22 10 0	"	T. Price -	2d		
Wrockwardine - - N.	18 0 0	20 0 0	"	S. Brazier -	4th		
				J. Webb -	3d		
<i>Total</i> - -	133 10 0	722 10 0					
SOMERSETSHIRE.							
Bath - - - P. U.	- - -	25 0 0	Aug.	T. Baker -	3d	H. Baker -	3d
Bath, Abbey and N.	11 0 0	49 10 0	Dec.	- - -	-	A. Vincent -	2d
St. James' (Infants).						A. Drake -	2d
						E. Martin -	2d
Bath, Beacon Hill - N.	- - -	30 0 0	Nov.	B. Pullen -	1st	E. Rowling -	1st
Bath, St. Saviour's - N.	- - -	46 10 0	"	G. Sainsbury -	2d	E. J. Butt -	1st
				W. Wotton -	1st		

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Bath, Weymouth - N. House.	£ s. d. 11 0 0	£ s. d. 102 0 0	Dec.	W. Dodge - 3d T. Penny - 3d J. Hazard - 2d C. Twite - 1st	E. Blatchley - 3d E. J. Roberts - 2d		
Bedminster - N.	27 0 0	206 10 0	Nov.	G. Bishop - 5th E. Bickle - 5th H. Exon - 4th E. White - 3d J. Welsh - 1st F. Jenkins - 1st	E. Sayers - 3d M. Morgan - 3d S. Evans - 3d E. Bevan - 3d H. Thorn - 3d		
Bedminster - B.	14 0 0	134 10 0	March	C. Stuart - 3d H. Owen - 3d R. Emery - 3d W. Stoyale - 1st	S. A. Kingdon - 5th S. Smith - 4th E. R. Jones - 3d		
Bishop's Hull - N.	- - -	10 0 0	Feb.	- - -	M. A. Macey (S. M.) - 2d		
Bridgwater (Girls) - N. Bridgwater, Dr. - N. Morgan's.	11 0 0 - - -	17 10 0 47 0 0	"	W. P. Hartwell - 2d G. C. Fisher - 2d R. Elworthy - 1st R. Spurway - 3d T. Hawkins - 1st	E. Ellworthy - 2d		
Cannington - N.	15 0 0	54 0 0	"	- - -	M. Farthing - 3d		
Clevedon - N. Combe Down - Ch. Crewkerne - N. Curry, North - N. Dunster - Wes.	- - - - - - 15 0 0 18 0 0	20 0 0 15 0 0 40 0 0 34 0 0	Nov. " Feb. Nov.	E. Greenway - 1st J. Paddock - 3d R. Groves - 2d J. Warren - 2d W. Carter - 2d	E. Windsor - 3d L. Edwards - 3d		
Evercreech - Ch.	18 0 0	27 10 0	July	- - -	M. Gibbons (S. M.) - 2d		
Failand - N.	- - -	12 10 0	Dec.	G. Briant (S. M.) - 3d			
Frome Selwood - N. Lovington - N. Lyncombe, St. Mark's. - N.	- - - - - - - - -	15 0 0 17 10 0 78 0 0	Nov. " "	S. Dyer - 1st J. Durston - 2d H. Ulyett - 1st E. Johnson - 1st	J. White - 1st E. Trowbridge - 2d H. Hollow - 2d S. Bowden - 3d S. Cook - 3d		
Lyncombe and Widcomb. - N.	- - -	96 0 0	"	J. Fleming - 3d E. Kingston - 3d T. Smith - 3d V. Stapleton - 3d			
Martock - N. Milverton - N.	20 0 0 18 0 0	20 0 0 91 0 0	Feb. "	N. C. Stevens - 4th H. Frost - 2d	J. Stevens - 3d M. A. Stevens - 3d C. Atkins - 1st		
Nailsea - Par. Paulton - N.	- - - 16 10 0	20 0 0 49 0 0	Sept. Nov.	W. Baker - 3d T. West - 5th J. Hart - 5th			
Petherton, North - Ch. Pill - N.	- - - - - -	17 10 0 34 0 0	Feb. Nov.	H. Slocombe - 2d G. Tilley - 3d P. J. Webb - 1st			
Pill - B.	- - -	31 10 0	April	- - -	M. C. A. Bryant. - 2d		
Pitminster - N. Portishhead - N.	- - - - - -	40 0 0 87 10 0	Feb. Oct.	J. Gill - 3d - - -	M. Cole - 1st M. Waits - 3d E. Guard - 5th M. Hiatt - 4th M. Lovell - 4th C. Robbins - 4th		
Radstock - N.	- - -	31 10 0	Nov.	W. Hatton - 2d A. Smith - 1st F. Adams - 1st E. Dyke - 3d J. Ash - 3d C. Tucker - 2d	E. Small - 2d		
Rockwell Green - N. Taunton, Central - N.	- - - - - -	15 0 0 72 0 0	Feb. "	J. B. Chick - 5th J. Wood - 5th R. Callreath - 3d	H. Russell - 2d E. Booby - 1st		
Taunton, Trinity - N.	18 0 0	98 10 0	Jan.	- - -			

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Walcot, St. Swi- thin's, Guinea Lane.	N.	£ s. d. - - - 122 0 0	Nov.	G. Pratt - 3d E. Chapman - 3d J. Whittaker - 3d W. Gregory - 2d T. Withers - 1st S. Loney - 2d W. H. Hamil- ton. - 1st		S. Withers - 3d M. A. Hodder - 2d	
Wellington - N.	-	- - - 17 10 0	Feb.				
Weston, near Bath - N.	-	- - - 15 0 0	Nov.				
Weston-super-Mare - N.	-	- - - 88 10 0	"	G. Norvill - 3d J. Palmer - 3d W. Taylor - 2d J. Price - 4th J. Brown - 3d J. Prowse - 3d E. Napper - 3d		S. Fisher - 3d E. Stanley - 1st	
Wraxall - N.	-	- - - 22 10 0	Dec.				
Yeovil - N.	-	- - - 57 0 0	Jan.				
<i>Total</i>	-	- - - 212 10 0					
STAFFORDSHIRE.							
Alton, St. John - R.C.	-	- - - 21 10 0	Dec.	E. Mosedale - 2d			
Audley - Wes.	-	- - - 57 0 0	Sept.	W. Chambers - 3d H. Dean - 3d H. Hayes - 3d			
Audley, Grammar School.		21 10 0					
Betley - N.	-	- - - 37 10 0	Sept.	S. Burchill - 3d		A. Rose - 2d	
Bilston - Wes.	-	- - - 15 0 0	Oct.	E. S. Shelley - 1st W. Nash - 5th M. Smith - 4th W. E. Morris - 3d T. Onion - 2d		L. Hale - 1st	
Bilston, St. Mary's - N.	-	- - - 79 10 0	March				
Breewood, St. - R.C.	-	- - - 35 0 0	July			M. Ingram - 2d	
Mary.							
Brierley Hill - N.	-	- - - 36 10 0	March	J. H. Barber - 3d J. Thompson - 2d J. Toy - 1st W. Arkinstall - 1st T. Stokes - 1st W. S. Hackett - 3d I. Jones - 1st E. Cartwright - 1st E. Morris - 2d B. Johnson - 2d		J. Townsend - 1st	
Bromwich, West - Wes.	-	- - - 57 0 0	Oct.				
Bromwich, West, - Wes.	-	- - - 18 0 0	Nov.			J. Lees - 1st	
Hill Top.							
Bromwich, West, - N.	-	- - - 14 0 0	April			E. Blades - 4th J. Lister - 4th M. A. Marsh - 3d S. Nicholls - 1st L. Hill - 1st S. A. Neale - 4th E. Dutton - 4th	
St. James'.							
Bromwich, West, - B.	-	- - - 29 0 0	Oct.				
Summit Foundry.							
Bromwich, West, - N.	-	- - - 27 0 0	March	J. Williams - 4th R. Woodhouse - 1st S. Rowbotham - 2d L. Peak - 1st J. Mayer - 1st G. Bolt - 1st J. Fox - 5th G. Cross - 2d J. Warren - 1st J. Pearce - 3d E. Glover - 3d R. Keates - 3d J. Beesby - 2d E. Yates - 4th G. Wright - 1st G. Rushton - 4th J. W. Barnes - 1st J. Stain - 1st			
Burslem - N.	-	- - - 31 10 0	Nov.				
Burslem - Wes.	-	- - - 29 0 0	Oct.				
Burton-on-Trent, - N.	-	- - - 18 0 0	Dec.			H. Brown - 5th M. Wilson - 2d R. Slater - 1st	
Ch. Ch.							
Burton-on-Trent - B.	-	- - - 72 10 0	Sept.				
Bushbury -	-	- - - 36 10 0	April				
Cheadle - N.	-	- - - 10 0 0	Nov.			C. Lewis - 4th	
Cheadle, St. Giles - R.C.	-	- - - 16 10 0	March				
Coseley, Ch. Ch. - N.	-	- - - 65 10 0	April			M. White - 3d E. Hunt - 1st S. Chaddick - 1st L. Brown - 1st H. Williams - 2d	
Essington - N.	-	- - - 17 10 0	Jan.				
Ettingshall - Wes.	-	- - - 31 10 0	Oct.				

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Freehay, St. Chad's - N.	£ s. d.	£ s. d.	Dec.	-	-	F. Chawner	3d
Goldenhill - N.	-	39 0 0	Nov.	H. Glover	1st	A. Swinson	3d
Handsworth, St. James' - N.	11 0 0	15 0 0					
Ipstones, Agricultural - N.	21 10 0						
Kidsgrove - N.	20 0 0	51 10 0	"	J. Williams	2d	H. Hammond	2d
Kingswinford, St. Mary's - N.	21 10 0	20 0 0	March	G. Dale	2d		
Lichfield Minor's, Endowed - N.	25 0 0			S. Griffiths	3d		
Lichfield, St. Mary's - N.	18 0 0	54 0 0	Jan.	H. Hicken	3d	A. Hepney	2d
Madeley, Endowed - N.	21 10 0	32 10 0	Oct.	P. L. Peake	2d	S. Burslem	1st
Mayfield - N.	-	20 0 0	Dec.	J. Lloyd	2d	E. A. Kennedy	3d
Newcastle-under-Lyne - N.	-	44 10 0	Feb.	S. Gallimore	2d		
				T. Shufflebot- ham.	1st		
Norton in the Moors - N.	-	40 0 0	Dec.	J. Bryan	1st		
Rugeley - N.	15 0 0	20 0 0	March	I. Mountford	3d	M. Yates	3d
Shelton - N.	11 0 0	82 0 0	Nov.	R. Boycott	3d		
				C. Goostrey	2d	M. Goostrey	4th
Smethwick - N.	-	44 0 0	March	-	-	A. Whitmore	4th
Smethwick (Chance's) N.	-	87 10 0	"	G. Jolly	3d	A. Simpson	4th
				J. Egginton	3d	J. Evans	4th
				G. Smith	2d	H. Brighton	4th
				B. Genner	2d	R. Tompson	2d
Stoke-upon-Trent - N.	-	66 10 0	Feb.	J. Thomas	1st	E. Hulme	2d
						E. Chappell	2d
Stone, Ch. Ch. - N.	-	57 0 0	Nov.	J. Jones	4th	E. Dudley	1st
				F. Adie	3d		
Stone, St. Anne - R.C.	11 0 0			T. Ball	2d		
Tamworth - N.	15 0 0	111 10 0	March	G. Smith	4th	E. Sadlier	4th
				W. Dutton	3d	E. Hull	3d
				W. Cheadle	1st	E. Sharpe	2d
Tamworth, Sir Robert Peel's - N.	15 0 0	34 0 0	Jan.	W. Knowles	2d		
Team - B.	15 0 0	34 0 0	Oct.	J. Turner	2d		
				S. Bostock	2d		
Trent Vale - N.	-	17 10 0	Feb.	W. Bullock	2d		
Tunstall - Wes.	-	54 10 0	Oct.	-	-	H. Middleton	2d
				H. Steele	3d		
Uttoxeter - N.	-	31 10 0	Nov.	J. Emberton	3d		
				W. H. Platt	2d		
Walsall, Blue Coat - N.	15 0 0	79 10 0	March	T. Moseley	2d		
				W. Jackson	1st		
				G. Hackett	5th	M. B. Lerry	2d
				J. R. Peate	3d		
				J. Bradley	3d		
Walsall, St. Mary - R.C.	-	40 0 0	"	J. Foley	3d	C. Broadhurst	3d
Wednesbury, St. Bartholomew's - N.	18 0 0	127 0 0	"	E. Hackwood	5th	M. Parkes	3d
				J. Phillips	3d	H. Evans	2d
				J. B. White- head.	3d	E. Mellor	1st
				S. Anderson	2d		
Wednesbury, St. James' - N.	-	77 0 0	April	R. Hayes	5th	M. Moore	2d
				C. Wood	3d		
				L. Price	2d		
Wednesbury, St. John's - N.	15 0 0	36 10 0	"	T. Smith	3d		
				T. Lawrence	2d		
Wolstanton - N.	-	20 0 0	Dec.	J. Hancock	3d		
Wolverhampton, Collegiate Church, St. Peter's - N.	-	96 10 0	March	G. Evans	2d	M. Beard	2d
				H. Everis	1st	F. Clarke	2d
						C. Dobson	2d
						S. Hayes	2d

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Wolverhampton, N. St. John's.	£ s. d. - - -	£ s. d. 74 10 0	March	J. Instan - 4th J. Marren - 3d A. Walton - 2d P. Sarsfield - 2d P. Thurstans - 2d M. Rowland - 2d M. Reed - 1st		I. Clarke - 2d		
Wolverhampton, R.C. St. Patrick and St. George.	18 0 0	153 10 0	July			E. Sparrow - 2d S. Humphries - 2d B. Shanley - 2d R. Ketley - 2d E. M'Cann - 1st M. Cairy - 1st E. Griffin - 5th A. Elliott - 5th C. Beddow - 4th S. Harrison - 4th		
Wolverhampton, N. St. Paul's.	11 0 0	126 10 0	April	G. Lewis - 4th J. Elliott - 1st				
Yoxall - - N.	- - -	7 10 0	Feb.	A. Ashbury (S.M.)	1st			
Total - -	490 10 0	2902 10 0						
SUFFOLK.								
Aldebergh - - N.	15 0 0	64 0 0	Aug.	J. Murrow - 4th J. Jago - 4th D. Reynolds - 4th F. J. Chittle- borough. - 5th H. Brown - 4th A. Spooner - 1st G. Barham - 5th W. Land - 4th		C. E. Murrow - 3d		
Benhall - - N.	11 0 0	22 10 0	"					
Bungay, St. Mary's N.	- - -	46 10 0	"					
Hadleigh - - N.	21 10 0	15 0 0	July					
Halesworth - - N.	11 0 0	105 10 0	Aug.			M. Smith - 3d E. Howard - 3d M. Sparrow - 3d		
Horningsheath - N.	14 0 0		Feb.					
Ipswich - - Wes.	20 0 0	62 0 0						
Ipswich, St. Cle- ment's and St. Helen's.	12 0 0	196 10 0	Aug.	W. J. Johnson - 5th J. Reeve - 5th E. Meadows - 1st I. Cowburn - 5th J. Cadge - 4th W. Smith - 3d W. S. Keary - 1st		C. A. King - 4th M. Giles - 4th A. Brinkley - 4th M. Coburn - 3d M. Brereton - 3d S. Schulen - 2d E. Mayhew - 2d S. A. Bevan - 1st		
Ipswich, St. Mat- thew's.	20 0 0	139 10 0	"	E. Manning - 5th W. H. Thorpe - 4th G. Braine - 4th F. Johnson - 4th B. J. Woods - 4th T. P. Studd - 4th F. Johnson - 3d G. J. Baldich - 2d				
Ipswich, St. Peter's N.	- - -	178 0 0	"			M. E. Russell - 4th S. Stephens - 4th E. Alexander - 4th L. H. Lee - 4th R. J. Edgley - 4th S. Hynard - 2d M. A. Fulcher - 2d M. C. Kent - 5th		
Ipswich, Trinity - N.	- - -	37 10 0	July					
Kesgrave - - N.	20 0 0	94 10 0			G. Raggles - 3d J. Mobbs - 5th J. Pollard - 5th F. A. Kent - 4th J. Laurence - 1st			
Leiston - - N.	15 0 0	15 0 0	Aug.					
Lowestoft - - N.	- - -	34 0 0	"			E. Critten - 2d P. Nichols - 2d		
Lowestoft, Annott's	- - -	39 0 0	"	J. M. Ward - 3d W. Frost - 3d J. Robinson - 3d				
Lowestoft, Wyld's N.	- - -	20 0 0	Feb.					
Mildenhall - - Par.	18 0 0						M. Bangs - 1st	
Mildenhall - - B.	- - -	15 0 0			C. Keogh - 4th T. Herbert - 4th B. Brown - 3d F. Nicholls - 3d		C. M'Ewen - 4th S. Goody - 4th M. Andrews - 3d S. Outing - 3d A. Nice - 2d R. Matthews - 2d E. M. Hayward - 1st	
Sudbury - - B.	- - -	207 0 0						

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Sudbury, All Saints' - N.	£ s. d. - -	£ s. d. 57 0 0	Aug.	A. King	1st	S. Bruce - S. Green - F. Tovell -	1st 1st 1st
Total - -	177 10 0	1348 10 0					
SURREY.							
Battersea - - Par.	- -	72 0 0	June	- -	--	E. Lambert - M. Williams - S. Dobinson - L. Keen -	4th 3d 2d 1st
Beddington and Wallington.	N. - -	64 0 0	Dec.	A. D. Hollo- way.	4th	H. Wooler -	4th
Bermondsey - B.	- -	42 0 0	Jan.	H. T. Vivian - G. Edwards - F. Challis - D. Bridger -	3d 1st 1st 1st		
Bermondsey, St. James'.	N. 18 0 0	56 10 0	July	J. Lowden - G. Watson - J. Corsan -	4th 2d 4th	E. Aylet -	2d
Bermondsey, Star Corner.	N. 15 0 0	64 10 0	"	W. H. Walker - J. Boorman - H. Piggott -	4th 4th 1st		
Blindley Heath - N.	21 10 0	15 0 0	March	J. S. Moore -	3d	M. Ashton -	2d
Borough Road, Model.	B. 23 0 0	439 10 0	Jan.	J. Barrow - C. Bunker - R. Robson - H. Dorling - H. Harvey - T. Judd - J. Kemble - H. Mason - E. Rouse - W. Vivian - A. Worley - J. Allan - G. Austin - A. Beale - C. W. Croud -	3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 3d 2d 1st 1st 1st 1st	E. Bonwick - F. E. S. Ed- monds. M. A. Hedges - E. Laver - M. J. Ludlow - A. E. Parish - M. A. Wise - A. Baldwin - G. Snellgrove - E. Pearce -	2d 2d 2d 2d 2d 2d 1st 1st 1st
Camberwell, Cam- den Chapel.	N. 30 10 0	101 0 0	Sept.	J. Bowsher - J. Read - W. Day - C. W. Best - W. J. P. Harris	4th 3d 2d 4th 3d	S. Brown - S. Simmons -	4th 4th
Camberwell, Ch.Ch.	N. 16 10 0	122 0 0	May			T. Trayt - J. Scryme - J. Barnet - E. Lincoln - A. Farmer - H. Heckford -	5th 4th 2d 2d 3d 1st
Camberwell, Craw- ford Street.	B. - -	160 10 0	Jan.	J. J. Bell - J. E. Innes - T. W. Heck- ford. J. Judd - E. Feather - E. Robinson - H. W. Moun- tier.	4th 4th 3d 3d 3d 2d 1st		
Camberwell, Green Coat.	- -	72 0 0	Dec.	E. Passfield - J. Neal - G. Grove - J. Vivian - R. J. Clark - T. H. Wood- man.	3d 3d 3d 3d 3d 2d	F. Bayley -	1st
Camberwell, Leip- sic Road.	B. 16 10 0	67 10 0	Feb.	W. H. Priest - T. E. Keller -	1st 1st	E. White -	1st
Cheam and Cud- dington.	Ch. - -	30 0 0	Jan.				
Clapham - - N.	20 0 0	82 10 0	June	A. Lomer - J. Rogers - R. Adams - B. Claridge -	4th 4th 4th 3d		

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Clapham, Bowyer's - N.	£ s. d. 31 0 0	£ s. d. 88 10 0	June	W. C. Wyatt -	4th	L. Tyler -	3d
				J. Pope -	3d	E. Bodman -	1st
				T. Clowser -	1st		
Clapham, St. - R.C. Mark.	25 0 0						
Cranley - N.	26 0 0	32 10 0	March	G. Walters -	2d	S. A. Edwards	1st
Croydon (Boys) - N.	-	41 10 0	Jan.	M. Apstead -	4th		
				E. Allen -	3d		
Croydon (Girls) - N.	-	49 10 0	"			J. Whitmore -	2d
						S. Lisney -	2d
						A. Addison -	2d
Effingham - N.	-	46 10 0	Dec.	H. Edsor -	5th		
				E. Gravatt -	4th		
Englefield Green - N.	-	69 0 0	July	J. Holloway -	5th	A. Fountain -	5th
						H. Nettleton -	3d
Epsom - N.	15 0 0	37 10 0	Nov.	J. Hudson -	3d	C. Payne -	2d
Ewell - N.	-	55 0 0	May	G. Mould -	3d	E. Lewis -	3d
						E. Cooper -	1st
Ewhurst - N.	-	17 10 0	March			R. Reeves -	2d
Farnham - N.	16 10 0	52 0 0	April	H. Carver -	3d		
				H. Worthing- ton.	3d		
				J. Baker -	1st		
Godalming - N.	-	103 0 0	"	F. Earle -	4th	C. S. Jackson -	4th
				J. Cole -	3d	M. Cook -	3d
						M. A. Wells -	3d
Guildford, Bury Wes. Fields.	15 0 0						
Ham - N.	-	22 10 0	Sept.	J. Neville -	4th	M. Bayley -	4th
Kennington Oval - N.	10 0 0	162 10 0	"	G. J. Tear -	5th	M. Langridge -	3d
				W. Read -	5th	A. F. Druce -	2d
				F. J. Chering- ton.	4th		
				C. Walters -	4th		
Kingston-on- Thames. Public	-	93 10 0	Oct.	J. J. Cavill -	2d	S. Hollidge -	3d
				J. W. Fry -	4th	L. Warren -	3d
				C. Smith -	3d		
Lambeth Chapel - Wes.	21 10 0	216 10 0	Feb.	J. Drewett -	1st		
				W. Sandford -	4th	J. Rose -	4th
				S. Sansum -	4th	A. E. Billing -	4th
				F. Howard -	4th	M. Austin -	4th
				A. Luxford -	4th	J. Beighton -	2d
				T. Gardner -	4th		
				T. Rose -	3d		
				J. S. Yeman -	1st		
Lambeth, South, N.	-	17 10 0	Dec.			E. Hopkins -	2d
Spring Grove.							
Lambeth, South, N.	20 0 0						
St. Barnabas'.							
Leatherhead - N.	-	22 10 0					
Mitcham - N.	30 0 0	103 10 0	July	C. W. Dennis -	4th		
				J. Harley -	4th	H. Beams -	3d
				H. Ellis -	4th	C. Mould -	3d
				W. Foster -	4th		
Morden - N.	15 0 0	22 10 0	Sept.	J. Parker -	4th		
Mortlake - N.	18 0 0	15 0 0	Jan.	W. Blackshaw	1st		
Newington, St. Mary's. N.	-	80 0 0	June	H. Child -	4th		
				J. Young -	4th		
				W. Tubb -	3d		
				G. Hudson -	3d		
Newington, Trinity N.	20 0 0	82 10 0	July	T. Mellor -	4th		
				J. Lee -	4th		
				T. Preston -	4th		
				A. Drury -	3d		
Norwood, Central Lon- don District, School of Industry.	-	58 0 0	Aug.	T. Gilligan -	4th		
				H. Green -	4th		
				J. Stanton -	4th		
				J. Goffage -	3d		
				W. Riley -	2d		
Peckham - N.	15 0 0	54 10 0	Jan.	E. T. Bowman	4th		
				A. Cockman -	3d		
				W. J. Noad -	1st		

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Redhill, St. John's N. Rotherhithe, Amicable Society's.	£ s. d. 27 0 0	£ s. d. 40 0 0 49 10 0	July June	G. Dewdney - R. A. Griggs - H. Worseldine - R. Larcombe - T. Harrap - R. Young - J. Ferguson - J. Lee -	4th 3d 2d 1st 3d 3d 3d 3d	E. Spittals -	2d		
Rotherhithe, Dept- ford Road.	-	173 10 0	"			S. Meadows - J. Lewis - E. A. Hall - S. C. Cox - S. L. Solomon - C. Tippet - E. Teeling - S. Griggs - S. A. Bird - A. Ascott - M. A. Evans - F. Chapman -	4th 3d 3d 1st 1st 1st 3d 3d 1st 1st 3d 1st		
Rotherhithe, Green - Coat.	12 0 0	39 0 0	Jan.	-	-	-	-		
Rotherhithe, St. - N. Paul's.	-	29 0 0	Sept.	-	-	-	-		
Southwark, St. - N. George's.	33 10 0	83 10 0	Jan.	H. Roche - G. R. Kidney - J. Dell - H. L. Pass- more.	3d 2d 1st 4th				
Southwark, St. - N. Mary's.	30 0 0	172 10 0	Dec.	W. H. W. Por- ter. R. Morris - L. Llewellyn - D. C. Moss - E. Moss - J. Randall - L. Lock - T. Coomber - C. Daintree - G. Wright - J. Trickey - H. Large - F. Arnold - A. Botten - R. Sutton - E. Snoxell - G. Baker - G. Finch - E. Jones -	4th 4th 3d 1st 1st 2d 1st 1st 1st 3d 3d 2d 1st 1st 2d 1st 1st 1st 1st 1st	S. Pugh - E. Dore - H. Ingram - A. Elworthy - C. Sittleton - C. Mortimer - L. Taylor - E. Smith - A. S. Filmer - M. Snell - C. Yoell -	4th 3d 2d 2d 1st 1st 4th 3d 3d 1st		
Southwark Chapel, Wes.	26 0 0	44 0 0	Feb.						
Stockwell - - N.	-	60 10 0	Jan.						
Stockwell, St. Mi- chael's.	11 0 0	142 0 0	July						
Streatham - - N.	-	46 10 0	June						
Surbiton - - N.	15 0 0	17 10 0	Jan.						
Surrey, North Dis- trict School.	-	19 0 0	May						
Tandridge, Oxted, N. and Godstone.	-	31 10 0	March						
Tooting, Lower - N. Vauxhall Walk - Wes.	20 0 0	32 10 0 40 10 0	May Feb.					J. Nicholls - M. A. Rey- nolds. E. Clynick - M. S. Halford	2d 2d 2d 2d
Weybridge - - N. Wrecklesham - N.	-	20 0 0 17 10 0	Dec. March	W. Dunstone - J. H. Drayton	3d 2d				
Total - -	613 10 0	4000 0 0							
SUSSEX.									
Arundel - - B.	-	44 0 0	June	J. Richards -	1st	F. Kimpton - E. Holland -	1st 1st		
Berstead, South, N. and Bognor.	20 0 0								
Brighton, Central - N.	40 0 0	201 0 0	July	A. Legg - J. Parrish - W. Dunstone - H. Sargent - H. D. Walls - A. Gilchrist -	5th 5th 4th 4th 4th 1st	M. Martin - C. Ancutt - A. Packham - M. A. Cobby -	4th 4th 4th 1st		
Brighton, Model - N.	-	29 0 0	"	-	-	M. A. Ed- wards. E. M'Nair - L. Elliott - R. Pope - C. Granger - S. Sturgess -	1st 1st 2d 2d 2d 1st		
Brighton, St. John's - N.	23 0 0	99 10 0	"	H. Major - W. J. Mayturn	2d 2d				

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Brighton, Royal - B.	£ s. d. 23 0 0	£ s. d. 57 0 0	May	W. Stratton - 4th J. Bithell - 4th A. Harris - 1st J. Cheal - 4th H. Best - 3d	
Brighton, Warwick - N. Street.	16 10 0	101 0 0	July		E. Funnel - 5th E. Cheeseman - 4th A. Ellis - 1st C. Skinner - 3d E. Bull - 3d
Burwash - - N.	15 0 0	98 10 0	March	R. Lulham - 4th J. C. Maynard - 4th W. J. Shoo- smith. - 2d	
Chichester, Central - N.	23 0 0	170 0 0	July	J. Moore - 4th C. Allen - 4th	S. Lundie - 5th M. A. Small- wood. - 4th
Chichester, Tower - B. Street.	- - -	157 0 0	June	W. Humphrey - 4th J. Putman - 3d H. Combes - 5th W. S. Pryer - 5th F. W. Tee - 5th G. W. Fifield - 5th W. Wade - 4th D. G. Coppard - 3d G. Paul - 2d G. Weller - 3d T. Bassett - 3d W. Bryant - 5th W. Kingswood - 3d	E. Biggs - 4th H. Harden - 4th H. Finney - 4th M. Jenman - 3d
Eastbourne - N.	33 0 0	54 0 0	July		E. Wilkins - 2d
Firle, West - N.	18 0 0	20 0 0	Aug.		
Frant - N.	- - -	40 0 0	April		F. Skinner - 3d
Hadlow Down - N.	- - -	44 0 0	"		
Hartfield - N.	- - -	20 0 0	June		M. Hudson - 3d
Hastings, All Saints' - N. and St. Clement's.	10 0 0	109 0 0	July	A. Jarratt - 4th G. Taught - 3d W. G. J. Davis - 1st W. Barnes - 5th F. Tompsett - 4th J. Thomas - 2d H. Plowright - 1st J. Isted - 4th	L. Bray - 4th J. A. Buffard - 2d R. Davies - 2d E. Foster - 4th C. Ellis - 3d
Hastings, St. Mary's - Ch.	11 0 0	88 0 0	"		
Hellingley - Ch.	- - -	31 10 0	"		
Hurst Monceaux - N.	15 0 0	22 10 0			
Hurst Pierrepont - N.	14 0 0	15 0 0	April		J. Gander - 1st
Leonards, St. - N.	18 0 0	32 10 0	July		S. Barnes - 1st
Leonards, St., -on - R.C. -Sea, All Souls.	- - -	59 10 0	"	W. Reeves - 2d T. I. Capel - 1st	M. Capel - 2d C. E. Hunt - 1st E. Deacy - 1st
Lewes - N.	29 0 0	17 10 0	"	A. Davey - 2d	
Mayfield - Par.	- - -	31 10 0	March	W. Hall - 2d A. Foard - 1st E. Norman - 4th P. Izzard - 3d W. Wilcockson - 3d D. Padgham - 4th J. Smith - 4th H. Knight - 4th	
Rotherfield - N.	- - -	41 10 0	April		J. Cochrane - 2d
Rye - Wes.	- - -	20 0 0	June		
Staple Cross - Wes.	18 0 0	44 0 0	"		
Stoughton and Rac- ton.	- - -	40 0 0	Aug.		
Ticehurst - N.	10 0 0	88 0 0	April	H. Vidler - 4th W. Hodges - 4th R. Covington - 4th J. R. Winham - 2d E. Jenner - 3d	R. Judge - 4th J. Young - 4th A. Voller - 4th A. A. Pitney - 3d
Westbourne - N.	16 10 0	80 10 0	July		
Withyham, St. Mi- chael's.	15 0 0	20 0 0	March		
Worthing - - Wes.	12 0 0	15 0 0	June	- - -	E. Cruttenden 1st
Total - - -	380 0 0	1891 0 0			
WARWICKSHIRE.					
Alcester - N.	- - -	20 0 0	July	W. Webb - 3d	
Attleborough - N.	- - -	34 0 0	"	E. Croft - 2d T. Ivens - 2d	
Bidford - N.	- - -	32 10 0	Aug.	E. S. Hatton - 2d	E. Edkins - 1st
Birmingham, Al- cester Street.	16 10 0				
Birmingham Asy- lum.	- - -	21 10 0	Sept.	G. Kean - 2d W. Williams - 2d	

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Birmingham, Unitarian Domestic Mission So- ciety's.	£ s. d. 12 0 0	£ s. d. 59 10 0	Oct.	J. Dowell - 2d		E. Ash - 1st	
Birmingham - N.	- -	29 0 0	March	H. Miles - 1st			
(Chance's).	- -			W. Gunn - 1st			
Birmingham (In- B.	10 0 0	34 0 0	Sept.	G. Jolly - 1st			
dustrial).	- -			C. Scott - 1st		H. Archer - 3d	
Birmingham, St. - R.C.	12 0 0	135 0 0	April			A. Wood - 1st	
Chad.	- -			C. Lucy - 3d		L. J. Windsor - 3d	
	- -			J. Rigby - 2d		E. Roddis - 3d	
	- -			J. Holland - 1st		S. Spurrier - 2d	
Birmingham, St. : N.	11 0 0	20 0 0	Aug.			I. M. Windsor - 2d	
George's.	- -	89 10 0	"			M. A. Keogh - 2d	
Birmingham, St. - N.	- -			T. H. Tunstall - 5th		M. Wright - 3d	
Luke's.	- -	20 0 0	"	J. Boyd - 5th			
Birmingham, St. - N.	- -	123 10 0	"	J. Nott - 2d		F. Wykes - 3d	
Mark's.	- -						
Birmingham, St. - N.	12 0 0	39 0 0	July	W. Bellamy - 4th		C. Bown - 5th	
Mary's.	- -	90 10 0	Aug.	T. Hill - 4th		S. A. Bown - 5th	
Birmingham, St. - N.	- -					S. Wheeler - 1st	
Luke's (Infants).	- -					E. Pudley - 2d	
Birmingham, St. - N.	25 0 0	66 10 0	July	J. Goodrich - 3d			
Mark's.	- -	90 10 0	Aug.	W. Newey - 3d			
	- -			J. Holmes - 5th			
Birmingham, St. - N.	25 0 0	66 10 0	July	C. Conway - 4th			
Paul's.	- -			H. Hollis - 3d			
	- -	44 0 0	"	J. Lann - 1st			
Birmingham, St. - N.	- -			D. Taylor - 1st			
Peter's.	25 0 0	96 0 0	April	J. K. Long - 4th		A. Hanley - 3d	
Birmingham, St. - R.C.	- -			J. Rayner - 4th		H. Sillitoe - 3d	
Peter.	- -			C. Richards - 3d		C. Cannon - 3d	
	- -			F. Bowler - 3d		L. Boyd - 4th	
Birmingham, St. - N.	25 0 0	66 10 0	July	J. Jackson - 4th			
Philip's.	- -	116 10 0	Aug.	H. Brittain - 4th			
Birmingham, St. - N.	35 0 0			J. Corbett - 4th		M. A. Brown- ing.	4th
Thomas'.	- -			J. Walker - 4th		C. H. Cox - 1st	
	- -			J. C. Hoyte - 3d			
Claverdon - N.	- -	15 0 0	"	D. Smith - 3d			
Clifton-on-Duns- moor.	12 0 0	69 10 0	"	W. R. Pearce - 1st		F. Souter - 5th	
	- -					M. Pridmore - 5th	
	- -					F. West - 4th	
Coventry, St. Peter's - N.	- -	62 0 0	"	J. Collins - 4th			
	- -			S. H. Platt - 4th			
Cubbington - N.	16 10 0	119 0 0	"	C. Caldecott - 3d		H. Dingley - 5th	
	- -			J. Gibbs - 5th		E. Berry - 5th	
Dunchurch - N.	18 0 0	82 10 0	July	S. T. Fabbings - 1st		E. Jordan - 3d	
	- -			G. Green - 1st		C. Hollis - 5th	
	- -					H. A. Coldham - 4th	
Edgbaston - Par.	- -	88 10 0	Aug.			E. G. Holyoak - 4th	
	- -			J. E. Robinson - 3d		S. Coldham - 2d	
	- -			G. Grove - 2d		S. Muston - 4th	
Kingsbury (En- dowed).	- -	34 0 0	July	J. T. Jones - 2d		L. L. Pettitt - 1st	
Kinwarton and Great Alne.	10 0 0	39 0 0	"	F. C. Horton - 3d			
	- -			E. Ison - 1st			
Leamington - R.C.	23 0 0	17 10 0	"			E. Edwards - 4th	
Nuneaton - N.	- -	99 0 0	Aug.	J. Jordan - 2d		S. A. Matthews - 2d	
	- -			F. K. Ward - 2d			
	- -			W. Smith - 2d		S. A. Stanford - 2d	
	- -					E. James - 2d	
	- -					A. Marriott - 2d	
	- -					C. C. Daffern - 2d	
Ratley - Ch.	- -	15 0 0	July			J. Bradley - 1st	

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Rugby - Par.	£ s. d. 16 10 0	£ s. d. 44 0 0	Aug.	M. Neville - 1st	E. Hands - 1st		
Rugby - Wes.	26 0 0	44 0 0	"	A. Beasley - 1st	E. Ladbroke - 1st		
Rugby, Elborrow's - N.	-	84 10 0	"	H. Manley - 1st			
				A. Foxon - 1st	M. Knight - 3d		
				J. T. Rogers - 4th			
				E. Waring - 4th			
				J. Collis - 4th			
Rugby, St. Mat- thew's (Infants.) N.	-	15 0 0	"	-	E. Simpson - 1st		
Shirley - N.	15 0 0	44 0 0	"	W. Dodd - 1st	E. Pickering - 1st		
Snitterfield - N.	-	42 10 0	July	T. Oakley - 1st			
Solihull, Lower, -	-	15 0 0	Aug.	F. Smith - 4th	S. Gibbs - 3d		
Free School.				J. Miller - 1st			
Stockingford - Ch.	-	31 10 0	"	-	E. Brogden - 2d		
				-	M. A. Millward - 1st		
Stratford-on-Avon N.	12 0 0			-	E. Brown - 3d		
Sutton Coldfield - R.C.	-	36 10 0	April	-	M. Stanley - 2d		
Warwick, St. - N.	-	121 10 0	Aug.	W. Whitwell - 3d	E. Judd - 4th		
Mary's.				T. Winterton - 3d	L. Capers - 4th		
				J. H. Foster - 3d	A. Baylis - 4th		
<i>Total</i> - -	307 10 0	2190 10 0					
WESTMORLAND.							
Birthwaite - N.	-	17 10 0	Sept.	E. Craston - 2d			
Burton-in-Kendal - N.	-	15 0 0	"	W. Layfield - 1st			
Kendal - N.	15 0 0	110 10 0	"	L. Clement - 5th			
				T. Arkwright - 5th			
				J. Vipond - 5th			
				J. Allan - 5th			
Kendal - B.	21 10 0	113 0 0	June	J. Millward - 2d			
				J. Farquharson - 5th			
				J. Garnett - 5th			
				J. Robinson - 5th			
				J. Stables - 4th			
				H. Houghton - 4th			
Kendal - Wes.	-	37 10 0	"	W. Foster - 4th	L. Catts - 1st		
<i>Total</i> - -	36 10 0	293 10 0					
WILTSHIRE.							
Alderbury - Par.	18 0 0			-	H. Drewett - 3d		
Ashton, West - N.	-	67 10 0	Dec.	-	M. A. Howse - 3d		
				-	M. Hacker - 2d		
				-	M. Sage - 1st		
				-	A. Chivers - 5th		
Bowood - -	-	25 0 0		-			
Bradford - P.U.	-	10 0 0	April	A. Lewis - 1st			
Bradford, Ch. Ch. - N.	15 0 0	31 10 0	Dec.	S. Hart - 2d			
				W. Halliday - 1st			
Calne (Boys) - N.	-	67 0 0	"	H. J. Pring - 5th			
				C. Weston - 4th			
				T. P. Forth - 4th			
Calne (Girls) - N.	-	57 0 0	"	-	H. J. Frayling - 4th		
				-	A. Bryant - 4th		
				-	S. Baily - 1st		
Calne (Middle) - N.	-	49 0 0	"	F. Tucker - 5th			
				S. Bethell - 5th			
Castle Combe - N.	12 0 0	42 10 0		J. D. Bruton - 4th	S. J. Butt - 3d		
Chippenham - P.U.	-	12 10 0	Sept.	W. Helps - 3d			
Coombe Bissett - N.	-	22 10 0	Dec.	-	E. Kimber - 4th		
Corsham - B.	-	20 0 0	April	J. B. Selman - 3d			

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Dilton's Marsh - N.	£ s. d. - - -	£ s. d. 51 10 0	Dec.	H. Buck -	3d	L. Jeans -	2d
Downton - B.	18 0 0	64 10 0	May	W. Goddard -	1st		
				C. Brown -	4th		
				A. C. Read -	4th		
Durrington - N.	- -	44 0 0	Dec.	H. Allen -	4th		
				- -	-	E. S. Spread- bury.	4th
Erchfont - N.	- - -	75 10 0	"	W. Tinker -	3d	R. J. Smith -	4th
Foxham -	- - -	34 0 0	Nov.	T. Smith -	3d	L. Mower -	3d
				- -	-	M. Lyne -	2d
Highworth and Swindon. - P.U.	- - -	31 10 0	Oct.	G. New -	2d	M. A. Reeves -	3d
Hinton, Little - N.	- - -	15 0 0	Dec.	- -	-	C. Barnett -	st
Lacock - N.	15 0 0	17 10 0	"	W. Rumble -	1st	J. Painter -	2d
Marlborough, St. Mary's. - N.	- - -	44 0 0	"	E. Wilkins -	2d	F. Sanger -	1st
				W. Barrington -	1st	E. Furnell -	1st
Marlborough, St. Peter's. - N.	36 10 - 0			- -	-	C. Maten -	1st
Melksham - N.	- - -	20 0 0	"	- -	-	J. Stockwell -	3d
Melksham - B.	15 0 0	66 10 0	April	F. Marks -	4th	A. Pickett -	2d
				- -	-	L. Read -	2d
Mere - N.	- - -	15 0 0	Dec.	- -	-	J. Ford -	1st
Netheravon - N.	11 0 0						
Newton, South - N.	11 0 0						
Salisbury - N.	29 0 0	134 10 0	"	G. T. Plank -	4th	E. Coombes -	4th
				T. Bishop -	4th	L. Lawes -	3d
				C. N. Line -	3d	S. A. Muspratt -	3d
				T. Brode -	1st		
Salisbury - Wes.	- - -	62 0 0	June	F. Williams -	4th		
				T. Lambert -	4th		
				J. Miell -	3d		
Salisbury, St. Mar- tin's. - N.	15 0 0						
Sherston - B.	15 0 0	54 10 0	March	B. G. Hill -	4th		
				C. Porter -	2d		
				W. H. Wool- nough.	2d	E. Hudd -	1st
Staverton - N.	- - -	15 0 0	Dec.	- -	-		
Swindon (Great Western Railway's). - N.	15 0 0	52 0 0	"	C. Dodd -	4th		
				M. Thompson -	2d		
				W. Martin -	1st		
Swindon (Infants) - N.	- - -	20 0 0	"	- -	-	C. J. Eyles -	3d
Trowbridge - Par.	26 10 0	129 10 0	"	S. Martin -	4th	H. Edwards -	4th
				G. Snailum -	3d	E. Gaisford -	3d
				J. G. Nash -	3d	E. Ruddell -	2d
				J. M. Price -	1st		
Trowbridge, Trinity - N.	- - -	98 0 0	"	- -	-	A. Simmons -	4th
						M. Randall -	4th
						L. Humphries -	4th
						J. Frame -	4th
						M. Stokes -	1st
Warminster - N.	26 0 0	144 0 0	"	J. Carter -	4th	H. Wyatt -	4th
				J. Exten -	4th	M. A. Gray -	4th
				E. Payne -	3d	S. White -	3d
				G. Price -	3d		
Westbury - N.	27 10 0	108 0 0	"	W. Burgess -	5th	S. Hunter -	4th
				H. H. Ingram -	4th	E. Read -	4th
						S. Bailey -	3d
Westbury, Hey- wood House. - N.	- - -	54 10 0	"	- -	-	M. Bathe -	4th
						M. A. Watts -	3d
						M. Northeast -	1st
Wilton - N.	- - -	93 10 0	"	S. B. Thresher -	4th	E. Viney -	3d
				E. Good -	4th	A. Marks -	1st
				H. Withers -	2d		
Winterborne Stoke - N.	12 0 0						
Total - - -	317 10 0	1849 0 0					

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WORCESTERSHIRE.							
Bengeworth - N.	-	-	15 0 0	Jan.	J. Cole -	1st	
Bromsgrove - N.	18 0 0		15 0 0	Nov.	J. Miles -	1st	
Bromsgrove, Park- Place. R.C.	27 10 0						
Droitwich, Coventry, Charity.	12 0 0						
Dudley, St. Ed- mund's. N.	15 0 0						
Evesham - N.	10 0 0	17 10 0		Jan.	C. Raitt -	2d	
Evesham - B.	15 0 0	73 0 0		April	W. Davies -	2d	H. Davies - 3d
					J. Nind -	2d	C. Angell - 3d
Hagley - N.	18 0 0	36 10 0		Nov.	W. Hopkins -	3d	
					G. Instone -	2d	
Halesowen - N.	-	22 10 0		Dec.	S. Smith -	4th	
Kidderminster, St. - George's. N.	-	67 10 0		Nov.	H. Lamsdale -	3d	
					T. Sheward -	3d	
					J. Long -	2d	
					J. Wilkes -	1st	
Kidderminster, St. - Mary's, (Infants.) N.	14 0 0	34 0 0		Nov.	-	-	Z. F. Davis - 2d
Kidderminster, St. - Mary's. N.	12 0 0	99 0 0		"	G. Cooper -	2d	E. Routley - 2d
					H. G. Hampton -	2d	E. Wheeler - 2d
					J. Barker -	2d	M. Jordan - 2d
					J. Pember -	2d	
Newbold-on-Stour - N.	11 0 0			Dec.	W. Cooper -	2d	M. Roberts - 3d
Persnore - N.	11 0 0	51 10 0					S. Turner - 1st
Redditch - N.	-	77 10 0		"	T. Davis -	4th	
					O. Crawford -	3d	
					J. Smith -	3d	
					J. Mensing -	3d	
Redmarley - N.	-	20 0 0		"	-	-	H. Cooper - 3d
Shipston-on-Stour - N.	13 0 0	20 0 0		Aug.	-	-	W. Lyne - 3d
Stourbridge - P.U.	-	10 0 0		Dec.	G. A. H. Eades -	1st	
Stourport - N.	15 0 0	51 10 0		Nov.	J. Sheppard -	4th	E. Powis - 2d
					J. Green -	4th	
Tardebigge - N.	-	22 10 0		"	W. Hutton -	4th	
Worcester, St. - John's. N.	31 0 0	121 10 0		Dec.	R. Bond -	4th	A. J. Bullock - 4th
					W. G. Bullock -	4th	S. Tomkins - 2d
					G. Weaver -	4th	
					R. Woodyatt -	3d	
					J. Evans -	3d	
					E. Craddock -	3d	
					B. Hooper -	1st	
Worcester, St. Mar- tin's. N.	15 0 0	52 0 0		"	-	-	A. M. Munn - 2d
Worcester, St. - Paul's (Infants). N.	-	17 10 0		Nov.			
Worcester, St. - Peter's. N.	15 0 0	31 10 0		Dec.	J. Jennings -	2d	
					A. F. Griffin -	1st	
Total -	252 10 0	855 10 0					
YORKSHIRE.							
Ackworth - N.	-	20 0 0		July	-	-	S. Warde - 3d
Aldbrough - N.	-	34 0 0		June	F. Gorling -	2d	
					J. Hardcastle -	2d	
Allerton Mau- leverer. R.C.	16 10 0	32 10 0		Dec.	H. Firth -	2d	A. Tebb - 1st
Aldmonbury, Cen- tral. N.	21 10 0	64 10 0		"	S. Buckley -	4th	
					G. Midgley -	4th	
Ardsley - N.	-	20 0 0		July	J. Newhill -	4th	
Armitage Bridge - N.	-	34 0 0		Dec.	M. Smith -	3d	
					B. Taylor -	2d	
					W. Dyson -	2d	
Askern - N.	-	20 0 0		Aug.	H. Peart -	3d	
Attercliffe (Boys) - N.	-	62 0 0		"	H. Howden -	5th	
					E. Jeffcock -	4th	
					W. Wade -	2d	

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Attercliffe (Girls) - N.	£ s. d. - - -	£ s. d. 70 0 0	Aug.	- - -	-	H. Martin -	4th
						A. Barnsley -	2d
						M. Beet -	2d
						H. Holmes -	2d
Ayton, Great - B.	- - -	20 0 0	June	J. Featherton -	3d	A. Barratt -	3d
Bailby - N.	- - -	36 10 0	Aug.	- - -	-	E. Braithwaite	2d
Barnby Moor - N.	15 0 0	20 0 0	May	T. Ward -	3d		
Barnsley - N.	- - -	64 10 0	Aug.	G. Stead -	5th		
				J. Harrison -	4th		
				W. H. Horner	3d		
Barnsley, Holy - R.C.	21 10 0						
Rood.							
Barnsley, St. - N.	13 0 0	77 10 0	"	- - -	-	A. Hall -	4th
George's.						M. Broughton	4th
						M. Bradbury -	4th
						A. Heming- way.	1st
Barnsley, St. John's - N.	- - -	61 10 0	"	- - -	-	J. M. Kershaw	4th
						S. Winter	4th
						H. Jackman -	2d
						E. Cliffe	1st
Batleyford - N.	14 0 0	15 0 0	Jan.	- - -	-		
Bellingham, St. Os- R.C.	15 0 0						
wald.							
Beverley - Wes.	18 0 0	39 0 0	July	J. F. Cowling -	3d		
				W. H. Farrah -	3d		
Beverley Minster - N.	- - -	62 0 0	June	W. W. Han- lon.	4th		
				J. Seney -	4th		
				J. E. Duncan -	3d		
Beverley, St. Mary's - N.	25 0 0	57 0 0	May	C. Bilton -	3d		
and St. Nicholas'.				W. H. Burton -	3d		
				E. Wilson -	3d		
Birstal - N.	15 0 0	34 0 0	Jan.	W. Ingham -	2d		
				E. Fearnley -	2d		
Bradford, Low Moor - N.	- - -	93 10 0	Feb.	B. Attack -	4th	H. Evans -	2d
				L. Swaine -	4th	E. Bywater -	2d
				S. Hustler -	2d		
Bradford, Manchester	14 0 0	162 10 0	Jan.	S. Lund -	4th	H. Sykes -	5th
Road, Model, Factory.				B. Popplewell	4th	Z. M. Fielden -	4th
				A. Drake -	4th	C. Jenkinson -	4th
				F. J. Alders- ley.	2d		
				T. Long -	2d		
Bradford, Walker's - N.	15 0 0	69 10 0	"	H. Gornall -	3d	M. A. Roberts -	1st
				J. Best -	3d		
				J. H. Tetley -	2d		
Bradford, New - N.	- - -	36 10 0	"	S. Sharp -	3d		
Leeds.				C. Lodge -	2d		
Bradford, St. James' - N.	- - -	88 10 0	"	J. Smith -	3d	E. Willcock -	2d
				J. J. Hewitt -	3d	H. Fryer -	2d
				J. Gledhill -	2d		
Bradford, St. Jude's - N.	- - -	91 0 0	"	J. Brooke -	4th	J. Fox -	4th
				R. Ramsden -	3d	M. Preston -	1st
						E. Crabtree -	1st
Bradford, Stott Hill - N.	16 10 0	104 0 0	"	L. Kirkman -	3d	M. A. Ellis -	3d
				J. Kirkman -	3d	M. A. Walker -	2d
				A. R. Swaine -	2d	S. Singleton -	1st
Bramley - Wes.	20 0 0	36 10 0	April	W. Stead -	3d		
				W. Stead -	2d		
Brampton Bierlow - N.	- - -	52 0 0	Aug.	S. Jubb -	4th		
				G. Pashley -	2d		
				J. Davenport -	1st		
Bridlington Quay, - N.	16 10 0	15 0 0	June	H. Allison -	1st		
Ch. Ch.							
Bridlington Quay, - Wes.	- - -	34 0 0	Aug.	B. Saggs -	2d		
				J. W. Nichols -	2d		
Broughton - R.C.	16 10 0	17 10 0	Dec.	H. Smith -	2d		
Burley, Township - B.	- - -	29 0 0	April	J. Baines -	1st		
				A. C. Hardisty	1st		

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Burley (Leeds) - N.	£ s. d. - - -	£ s. d. 67 0 0	Sept.	F. Shepherd - 5th A. W. Glover - 4th J. Toulson - 4th	
Burley (Otley) - N.	- - -	44 0 0	Oct.	J. Harrison - 4th S. Hey - 4th	
Burton Agnes - N.	- - -	20 0 0	June	- - -	H. Barnett - 3d
Burythorpe - N.	18 0 0	44 0 0	May	R. Humphrey - 4th M. Lyon - 4th W. Kirk - 4th	
Calverley - N.	- - -	54 10 0	Oct.	S. Gray - 3d J. Gray - 1st	
Carlton - R. C.	- - -	17 10 0	Dec.	- - -	J. Shipman - 2d
Cleckheaton - N.	23 0 0	47 0 0	Jan.	J. Wood - 3d J. Roberts - 1st K. Dove - 1st	
Clifford, St. Ed-ward.	R. C. - - -	30 0 0	Mar.	S. Shaun - 1st	M. Coupland - 1st
Coley - N.	16 10 0	20 0 0	Dec.	R. Hanson - 3d	
Cononley - N.	21 10 0	20 0 0	Jan.	G. Geldeard - 3d	
Cowling - N.	- - -	20 0 0	"	T. Fisher - 3d	
Croft - N.	16 10 0	- - -			
Cross Pool - N.	- - -	17 10 0	Aug.	E. Fell - 2d	
Cross Stone - N.	- - -	39 0 0	Dec.	H. Hardman - 3d W. Crowther - 3d	4th 4th 2d
Darfield - N.	- - -	22 10 0		- - -	C. Hodgson - 2d
Denby Grange - N.	- - -	54 10 0	July	- - -	E. Hardcastle - 2d E. Dickenson - 2d E. Hornsby - 2d
Dewsbury - N.	23 0 0	77 10 0	Aug.	T. Crabtree - 5th G. Shires - 5th J. Woodhead - 2d R. Stansfield - 1st	
Dodworth (Girls) - N.	- - -	29 0 0	July	- - -	L. Barraclough - 1st L. Bower - 1st
Dodworth (Town) - N.	- - -	34 0 0	"	G. Mitchell - 3d C. Mitchell - 1st	
Doncaster - B.	23 0 0	203 10 0	April	G. Cartman - 5th J. Aldred - 5th J. Smith - 4th F. Rowley - 3d H. Turner - 3d J. Hill - 5th G. Humphries - 4th E. Denman - 4th G. Brooks - 4th W. Clark - 2d	M. Deighton - 4th M. Draper - 3d A. Jepson - 3d E. Wightman - 4th H. Smith - 4th A. E. Steel - 4th M. Ashton - 2d C. S. Wastinge - 2d S. Thompson - 1st M. Machin - 1st
Dringhouses, St. Edward's.	18 0 0	- - -			
Earls Heaton - N.	16 10 0	36 10 0	Feb.	J. Brashaw - 3d P. Tolson - 2d	
Eastoft - N.	- - -	17 10 0	June	- - -	R. Gilderdale - 2d
Ecclesall - N.	18 0 0	49 0 0	Aug.	J. Boden - 5th H. Best - 5th	
Ecclesall, Grey Stones.	- - -	44 0 0	July	- - -	A. Wilde - 4th F. Hallows - 4th A. Garner - 4th
Ecclesall, Parsonage.	- - -	44 0 0	"	- - -	S. A. Harri-son - 2d son. - 1st
Elland - N.	35 10 0	93 10 0	Dec.	W. Brook - 4th D. Brook - 4th D. Bastide - 3d W. Norton - 1st C. Smith - 4th D. Inman - 1st J. Granger - 4th G. Steventon - 4th J. Killingbeck - 2d	M. Fox - 1st S. A. Walker - 1st H. Oxley - 1st
Elsecar - N.	- - -	30 0 0	Aug.		
Embsay - N.	- - -	36 10 0	Jan.		
Escrick - N.	15 0 0	59 10 0	May		

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Farnley Tyas - N.	£ s. d. 15 0 0	£ s. d.					
Gargrave - N.	30 0 0	35 0 0	Feb.	J. Stirzaker -	1st	B. Whitham -	3d
Garthorpe - N.	- - -	17 10 0	May	J. - - -	-	E. Smith -	2d
Gilling - N.	15 0 0	62 0 0	April	J. Donthwaite -	5th		
				J. Spicer -	4th		
				W. Shaw -	2d		
Gomersal, Little - N.	- - -	15 0 0	Jan.	A. Shires -	1st		
Goole, St. John's - N.	15 0 0	90 10 0	May	D. Jackson -	4th	M. Pearson -	5th
				G. Wright -	4th	A. E. Revell -	4th
Goole - Wes.	15 0 0	62 10 0	Dec.	J. O. Lee -	3d		
				T. Alcock -	2d		
				G. Metcalf -	1st		
				G. Fletcher -	1st		
Grassington - N.	- - -	39 0 0	Jan.	E. Harker -	3d		
				M. Karton -	3d		
Greetland - Wes.	- - -	54 10 0	Sept.	G. Whiteley -	3d		
				C. Brown -	3d		
				J. Briggs -	2d		
Guiselley - N.	- - -	39 0 0	Jan.	C. Lees -	3d		
				H. N. Harri- son.	3d		
Halifax, Copley B. Factory.	11 0 0	81 0 0	Aug.	J. Stansfield -	1st	A. Foster -	1st
				W. H. Wilson -	1st	S. A. Broad- head.	1st
Halifax, Kingcross, N. St. Paul's.	30 0 0	96 0 0	Dec.	J. Kavanah -	1st		
				M. Washington -	4th	M. Bottomley -	2d
				R. Howarth -	4th	H. E. Walton -	2d
Halifax, Woodside - B. Factory.	- - -	71 0 0	Sept.	W. H. Pickles -	3d		
				W. Naylor -	1st	R. Ramsden -	1st
				J. Bedford -	1st	H. Ellis -	1st
Halifax, South-east, Par.	31 0 0	142 0 0	Dec.	J. Bays -	4th	E. Beetham -	1st
				J. Wilson -	4th	H. Riley -	4th
				W. H. Higgen -	4th	S. A. Brown -	3d
				B. Crowther -	3d	G. H. Hartley -	3d
Halifax, St. James', N. Cross Hills.	15 0 0	168 0 0	Oct.	W. H. Barratt -	4th	U. Mitchell -	2d
				D. Dyson -	4th	M. J. Mallin- son.	2d
				D. Hodgson -	4th	E. Ingham -	2d
				G. Baines -	3d		
				F. Hibble- thwaite.	3d		
Halifax, St. James', N. Victoria Street.	22 0 0	137 0 0	Oct.	J. R. Hadfield -	3d		
				- - -	-	E. Whiteley -	4th
						M. Fawcett -	4th
						J. Hawkrigge -	3d
						S. Holt -	3d
						H. Thorpe -	3d
						A. Bedford -	3d
						E. A. Holds- worth.	3d
Halifax, Trinity - N.	- - -	124 0 0	Nov.	J. Thomas -	4th	H. Storey -	4th
				C. Stott -	3d	E. Collingwood -	4th
						A. Wood -	4th
						M. A. Stocks -	3d
Haworth - N.	- - -	70 0 0	Jan.	J. Murgatroyd -	4th		
				W. Greenwood -	4th		
				J. Robinson -	1st		
				M. Binns -	1st		
Haworth - Wes.	- - -	39 0 0	May	W. Binns -	3d		
				G. Townend -	3d		
Headingley, Glebe - N.	- - -	25 0 0	Sept.	- - -	-	S. M. Stirk -	5th
Headingley, Town - N.	15 0 0	44 0 0	Oct.	G. L. Tuke -	4th		
				J. Hird -	4th		
Heath - Par.	11 0 0	- - -	Aug.	- - -	-	M. Bradbury -	3d
Heeley - N.	- - -	20 0 0	June	J. Holey -	3d	H. Smith -	3d
High Green - B.	21 10 0	54 0 0		T. B. Alcock -	1st		
				F. Gutteridge -	1st		
Holmfirth - Wes.	16 10 0	29 0 0	April	R. Haigh -	1st		

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Horbury - - N.	£ s. d. 34 0 0	£ s. d. 101 0 0	Aug.	N. Dews - -	4th	R. H. Nettle- ton.	5th
				J. Gill - -	4th	E. Watson -	2d
				V. Heald - -	2d		
Hornsea - - N.	16 10 0			B. Shaw - -	2d	A. Aneley -	2d
Howden - - Wes.	- - -	35 0 0	Dec.	F. Royston -	5th		
Hoyland - - N.	- - -	80 0 0	Aug.	T. Reyner -	5th		
				J. Brookfield -	3d		
				G. W. Bamford -	1st		
Huddersfield, - N.	15 0 0	54 0 0	Dec.	J. H. Earnshaw	3d	M. Thompson	1st
Longroyd Bridge.				J. Carter - -	3d		
Huddersfield, Dissent- ing College.	16 10 0						
Huddersfield, - N.	15 0 0	93 10 0	Nov.	W. Swallow -	4th	E. Greenwood	3d
St. Paul's.				H. H. Taylor -	3d	E. Arnold -	1st
				G. W. Hey- wood.	3d		
Huddersfield, - N.	34 0 0	104 0 0	"	A. Cooper -	5th	E. Adamson -	4th
St. Peter's, Seed Hill.				J. Allott - -	3d	S. Normington	3d
				E. Braide -	2d	I. Henderson	2d
Huddersfield, Tri- N.	20 0 0	116 10 0	"	B. Thorpe -	3d	A. Jagger -	4th
nity.				W. Braide -	3d	E. Best - -	3d
				W. Priestley -	3d	S. Saville -	3d
Hull, South Myton, Wes.	31 0 0	129 10 0	July	W. H. Downes	4th	A. Mason -	1st
				T. Bibbing -	4th	E. Hall - -	1st
				E. Stafford -	4th		
				W. Vanse -	4th		
				J. Broughton	2d		
Hull, Canning - R.C.	- - -	89 0 0	Dec.	J. Naylor -	2d	M. A. Johnson	1st
Street.				G. Atkinson -	2d	M. Deighnon	1st
				A. Kennedy -	1st	C. Kerwin -	1st
Hull, Ch. Ch. - N.	27 10 0	193 10 0	May	J. Betson -	5th	J. A. Landon -	3d
				H. Andrews -	5th	M. Dibb -	3d
				W. H. Mines -	4th	A. M. Reed -	2d
				G. Shires -	4th		
				B. Malin -	3d		
				J. T. Meeson -	3d		
				F. G. Landon -	1st		
Hull, Holderness - B.	15 0 0	93 10 0	Dec.	G. Raven -	4th	A. Akass - -	2d
Ward.				W. Shields -	4th	C. Robinson -	1st
				J. Payne - -	3d		
Hull, Salthouse - N.	- - -	117 0 0	May	J. O Russ- holm.	3d	S. Bartho -	3d
Lane.				W. Allison -	2d	H. Bartho -	2d
				J. Watson -	2d		
				J. Ward - -	2d		
				J. Kenningham	1st		
Hull, Savings Bank - B.	- - -	59 10 0	Dec.	J. Ellerthorpe	4th		
				C. Brown -	3d		
				W. Field - -	3d		
Hull, St. James' - N.	- - -	183 0 0	June	J. W. Ibbotson	5th	H. Ibbotson -	4th
				J. C. Griffin -	5th	H. Taylor -	3d
				H. Williamson	5th	S. Linwood -	3d
				H. W. Lewen- don.	4th		
				E. T. Watson -	2d		
				J. M'Kenzie -	2d		
Hull, St. Marks' - N.	- - -	108 10 0	"	E. Shipman -	5th	M. Halcrow -	4th
				J. Stone - -	5th	A. Wood - -	3d
						M. A. Ander- son.	3d
Hull, St. Steven's - N.	33 0 0	203 0 0	"	J. Mason -	5th	E. Gamble -	5th
				H. Harrison -	5th	A. Watkinson	4th
				T. Anderson -	5th	E. Dibb - -	4th
				C. Scotter -	5th	J. Walker -	4th
				J. W. Curtin -	4th		
Hull, Trinity - N.	- - -	36 10 0	May	J. Kelsey -	3d		
				J. Bearpark -	2d		
Idle - - - N.	- - -	79 10 0	Sept.	J. Berry - -	4th	L. E. Illing- worth.	4th
				J. Winterburn	4th		
				W. Coates -	1st		

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Ingrow - - N.	£ s. d. 15 0 0	£ s. d. 96 0 0	Jan.	T. Whiteoak - 4th	C. Smith - 3d		
Keighley - - N.	16 10 0	129 10 0	"	W. Bywater - 4th	J. Gresson - 1st		
				J. Smith - 3d			
				J. Ogden - 4th	H. Bland - 3d		
				S. Summerscale - 4th	H. Dickenson - 3d		
				J. Pickles - 4th			
				J. Summerscale - 1st			
Keyingham - - N.	- - -	20 0 0	June	M. Scott - 1st			
Kildwick - - N.	15 0 0	17 10 0	Aug.	W. Escreet - 5th			
Kirkburton - - N.	11 0 0	101 0 0	Oct.	J. Tillotson - 2d			
				E. Hargreaves - 3d	E. Sutcliffe - 5th		
				L. Garner - 2d	E. Carter - 4th		
					M. Shaw - 3d		
Kirkstall, St. Ste- phen's.	34 0 0	195 10 0	Sept.	D. Holmes - 5th	N. Witham - 5th		
				W. Preston - 5th	S. Bateson - 5th		
				J. Harrison - 5th	I. Schofield - 4th		
				S. Vickers - 4th	M. Child - 4th		
				J. Grant - 1st			
Kirkstall (Infants) - Ch.	16 10 0	54 0 0	"	J. Swallow - 3d	S. A. Bannister - 2d		
Knaresborough, - R.C. St. Mary's.	- - -	17 10 0	Dec.	- - -	J. Haresceugh - 2d		
Leeds, All Saints' - N.	- - -	41 10 0	Sept.	J. Waldron - 4th	C. Grimston - 2d		
Leeds, Basinghall - B. Street.	- - -	17 10 0	March	G. Morley - 3d			
Leeds, Ch. Ch. - N.	- - -	134 0 0	Sept.	- - -	A. I. Bolton - 2d		
				J. Bownas - 5th	J. Redman - 5th		
				C. Moss - 5th	H. Bell - 1st		
				T. Turner - 5th			
				R. Frost - 5th			
Leeds, Darley Street, Wes.	- - -	67 0 0	Feb.	T. Carnie - 2d	J. Townsley - 2d		
				J. E. Swallow - 2d			
Leeds, Holbeck, - N. (Messrs. Marshall's.)	18 0 0	162 10 0	Sept.	H. Lickley - 2d	J. Fordyce - 4th		
				B. Houldsworth - 5th	E. Ramsden - 4th		
				A. W. Emerson - 4th	S. Armitage - 4th		
				J. Hepton - 3d			
				W. Aspin - 3d			
Leeds, Holbeck, - N. St. Matthew's.	- - -	22 10 0	Nov.	W. Fillingham - 2d			
Leeds, Hunslet - N.	- - -	46 10 0	Oct.	R. Hastwell - 4th			
				W. Fearnshides - 5th			
Leeds, Little Lon- don, St. Matthew's.	15 0 0	34 0 0	"	W. Hugill - 4th			
				W. F. Black- burn.			
				W. Foster - 2d			
Leeds, Newtown, - N. St. Mary's.	- - -	113 10 0	Sept.	J. Green - 4th	L. Masterton - 5th		
				T. Preston - 4th	A. Ashworth - 5th		
					H. Shaw - 4th		
Leeds, Quarryhill, - N. St. Mary's.	- - -	98 10 0	"	J. B. Atkinson - 4th	J. Masterton - 4th		
				J. Wormald - 4th	C. Duxbury - 3d		
					M. Mundell - 1st		
Leeds, St. Andrew's - N.	18 0 0	178 0 0	"	J. Rushworth - 5th	E. Ripley - 5th		
				J. Sokill - 4th	R. Jones - 4th		
				A. Burras - 4th	E. Randerson - 5th		
					S. Burrell - 4th		
					E. Fillingham - 3d		
Leeds, St. George's - N.	29 10 0	221 10 0	"	W. Milnes - 5th	A. Thompson - 4th		
				W. Farness - 5th	E. Waite - 4th		
				W. Raper - 4th	M. Hawkes - 4th		
				J. Cawthra - 4th			
				T. Carlton - 4th	H. Cook - 1st		
				G. Charnock - 4th	G. Charnock - 1st		
Leeds, St. James' - N.	16 10 0	72 0 0	Oct.	W. Dayson - 5th			
				J. O. Dayson - 5th			
				G. Hallewell - 5th			
Leeds, St. Patrick - R.C.	- - -	29 0 0	July	- - -	H. Wright - 1st		
Leeds, St. Paul's - N.	15 0 0	54 10 0	Sept.	R. Ewers - 5th	J. Richardson - 1st		
				R. F. Brower - 2d			
				G. D. Schora - 1st			

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Leeds, St. Peter's - N.	£ s. d. 18 0 0	£ s. d. 162 10 0	Oct.	C. Brown - 5th	S. A. Smith - 3d		
				R. Craven - 5th	E. M. Vance - 3d		
				G. T. Carey - 5th	M. Hall - 2d		
				T. H. Hus- croft.			
				H. Hemingway - 3d			
Leeds, St. Philip's - N.	12 0 0	93 10 0	Nov.	W. Hawkes- worth.	M. Handcock - 3d		
				W. Lister - 3d	M. Cowthra - 3d		
					S. Ramsden - 2d		
Leeds, St. Sa- viour's.	15 0 0						
Leeds, School Street, Wes.	- -	2 0	March	W. Quarnby - 1st			
				G. Clark - 1st			
Leeds, Woodhouse Moor.	10 0 0						
Lockwood - - N.	- -	106	Nov.	W. Crow - 4th	C. Berry - 4th		
				J. Moorhouse - 4th	L. F. Hirst - 3d		
				L. Greenwood - 4th			
Lound - - N.	- -	35 0 0	Aug.	J. Davidson - 1st	E. Fowweather - 3d		
Malton, Old - N.	15 0 0	20 0 0	May	W. Allan - 3d			
Manningham - N.	- -	59 10 0	Jan.	E. Wilkinson - 4th			
				J. Jennings - 4th			
				B. Spencer - 2d			
Market Weighton - N.	15 0 0	46 0 0	June	R. Robinson - 4th			
				N. Sanderson - 4th			
Marsden - - N.	- -	75 0 0	Nov.	W. Armitage - 4th			
				C. Haigh - 4th			
				D. Bamforth - 3d			
Marsk - - N.	- -	41 10 0	March	J. Bannister - 1st			
				W. T. Farthing - 4th			
Meanwood - - N.	20 0 0	44 0 0	Sept.	J. Brack - 3d			
				G. Rollinson - 4th			
				G. Whitefield - 4th			
Meltham Church - N.	20 0 0			M. Frith - 4th	J. Wilson - 4th		
Meltham Mills - N.	26 0 0	119 0 0	Dec.	J. Bower - 4th	S. Kenyon - 4th		
				M. Bower - 2d	S. Moorhouse - 2d		
Methley - - N.	- -	20 0 0	Sept.	G. Brain - 3d			
Middlesborough-on- Tees.	- -	57 0 0	May	C. Bowes - 3d			
				T. Outhwaite - 3d			
				J. Calvert - 3d			
Milne Bridge - N.	- -	29 0 0	Dec.	C. Haigh - 1st			
				W. W. Taylor - 1st			
Mirfield - - Par.	20 0 0						
Mirfield, Ch.Ch. - N.	10 0 0						
Myton - - Ch.	- -	7 10 0	Oct.		J. Gracewith (S.M.) - 1st		
Nafferton - - N.	- -	22 10 0	June	J. Jordan - 4th			
Nafferton - - Wes.	15 0 0	34 0 0	July	F. Watson - 2d			
				J. Dalton - 2d			
Neswick, Bainton - N.	10 0 0						
Northallerton - N.	12 0 0	84 10 0	March	T. P. Strong- hair.	M. Holmes - 4th		
				J. Johnson - 4th			
				J. Banning - 3d			
Oakworth, Keigh- ley.	20 0 0	66 10 0	Feb.	J. Bancroft - 4th	A. Hodgson - 4th		
Oakworth, Sykes - Wes. Head.	- -	57 0 0	June	R. Sandham - 4th			
				J. Fieldhouse - 4th			
				S. Pickles - 4th			
				A. Binns - 1st			
Oulton, St. John's - N.	12 0 0	39 0 0	Sept.	- - -	E. Wright - 3d		
					E. Thompson - 3d		
Pitsmoor - - N.	15 0 0	134 0 0	Aug.	T. Elliott - 5th	H. Fox - 5th		
				J. Cooper - 5th	M. A. Pickering - 5th		
				C. Cusworth - 4th			
				G. Bramall - 2d			
Pontefract - - N.	- -	78 0 0	July	A. Oates - 3d	M. Cartner - 3d		
				W. Wood - 3d	E. Ratcliffe - 3d		
Pontefract, All Saints.	12 0 0						

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Pudsey, Far Town - N.	£ s. d. 16 10 0	£ s. d. 85 0 0	Oct.	J. Lobley - 5th J. T. Crowther - 5th J. Bickerdike - 3d J. E. Jones - 3d J. Exley - 5th W. Johnson - 4th	
Pudsey, Low Town - N.	- - -	46 10 0	"	W. Hawley - 1st T. Foster - 1st	
Rawmarsh, Free Gram- mar School.	- - -	29 0 0	July	T. Muxlow - 3d J. Yewdall - 3d J. Paramour - 2d J. Fox - 1st	M. Schofield - 1st
Redhill - - - Wes.	- - -	82 10 0	Dec.	A. Vitty - 4th T. Terry - 2d M. Beilby (S.M.) - 2d E. Hoyle - 4th J. Rawson - 4th J. Potter - 1st	
Richmond (Model) - N.	21 10 0	39 0 0	March	- - -	J. Lawson - 4th E. Wilkinson - 2d A. Ball - 3d
Rillington - - - N.	- - -	10 0 0	June	W. Lindley - 5th H. Burgum - 1st J. Dobson - 1st	
Ripponden - - - N.	- - -	44 0 0	Dec.	M. Botterell - 4th W. Darbey - 2d M. T. Walker - 2d S. Cummings - 1st W. Willis - 4th F. Miller - 4th S. Penrose - 3d J. Walker - 3d R. Gadie - 4th T. Marshall - 4th J. Copley - 3d G. Roberts - 3d G. Wilkinson - 3d J. Riding - 3d F. Hewitt - 2d W. Appleyard - 1st J. Farnsworth - 4th J. Taylor - 4th W. Fox - 2d E. Bywater - 2d	
Roecliffe - - - N.	16 10 0	15 0 0	Sept.		
Roos - - - N.	31 10 0	39 0 0	June		
Rotherham - - - N.	23 0 0	45 0 0	Aug.		
Rotherham, Park Gate.	- - -	29 0 0	"		
Royston - - - N.	15 0 0	22 10 0	May		
Scampston - - - N.	- - -	34 0 0	Aug.		
Scissett - - - N.	- - -	- - -			
Sedbergh - - - B.	- - -	15 0 0	May		
Selby - - - Wes.	18 0 0	65 0 0	June		
Settle - - - N.	- - -	44 0 0	Feb.		
Sheffield, Central - N.	- - -	194 0 0	Aug.		
Sheffield Park - Wes.	31 10 0	124 10 0	Dec.		
Sheffield - - - R.C.	20 0 0	- - -			
Sheffield, St. George's - N.	- - -	314 10 0	Aug.		
Sheffield Park, St. N. John's.	- - -	155 0 0	Aug.		
Sheffield, St. Mary's - N.	35 0 0	218 10 0	"		
Sheffield, St. Paul's - N.	- - -	103 0 0	"		

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Sheffield, St. Phi- lip's.	-	46 10 0	Aug.	-	L. Flower - 5th E. Thornhill - 4th
Sheriff Hutton - Wes.	-	36 10 0	Sept.	T. Dresser - 3d R. Reed - 2d	
Sigglesthorne - N.	20 0 0				
Silkstone - N.	-	54 0 0	Aug.	G. Hoyland - 2d	E. Lawton - 3d S. A. Robert- shaw. 2d
Skipton - N.	20 0 0				
Skipton - B.	15 0 0	59 10 0	May	J. Dawson - 4th D. Smith - 4th J. Grayston - 2d W. I. L. Wil- son. 3d	
Skipton - Wes.	-	39 0 0	June	E. Bainbridge - 3d E. Wilkinson - 4th C. Wood - 4th S. Mellor - 4th W. Bamforth - 4th J. Dyson - 3d D. Bottomley - 3d	
Slaithwaite, Lower - N.	-	103 0 0	Nov.		
Slaithwaite, Upper - N.	15 0 0	20 0 0	"		
Sledmere - N.	15 0 0				
Sowerby - N.	15 0 0				
Sowerby Bridge - N.	-	22 10 0	Dec.	W. Exley - 4th T. Wilson - 3d T. Simpson - 3d A. Sladen - 3d R. Kendal - 2d J. J. Garside - 4th S. Magson - 3d	E. Taylor (Ho- norary). 2d
Sowerby Bridge - Wes.	15 0 0	72 10 0	Sept.	G. Clegg - 4th J. T. Pope - 4th J. Marsh - 1st J. Poole - 2d B. Booth - 2d	M. A. Peat - 2d
Sowerby, St. - N.	-	41 10 0	Dec.		
George's.					
Stanley, St. Peter's - N.	16 10 0	44 0 0	Aug.	J. Dyson - 3d R. Hirst - 3d G. Hirst - 3d J. Wainwright - 3d	
Stannington - N.	-	15 0 0	Oct.		
Swinefleet - Wes.	-	51 10 0	Dec.		
Thirsk - B.	-	84 10 0	June	J. Pick - 5th R. Baxter - 4th T. Hepton - 4th J. Jubb - 2d E. W. R. Pear- son. 3d	M. A. Hide - 2d
Thornes - N.	23 0 0	17 10 0	Aug.		
Thurgoland - N.	-	39 0 0	July		
Thurstonland - N.	-	57 0 0	Aug.		
Wadsley - N.	29 0 0	83 0 0	"	B. V. Tristram - 4th C. Darwent - 4th	R. Darwent - 4th T. E. Charles- worth. 2d
Wadworth - N.	15 0 0				
Wakefield, All - N.	-	44 0 0	"	T. Woodhead - 1st	A. Bancroft - 1st E. Ballantine 1st
Wakefield, St. An- drew's.	10 0 0	79 10 0	"	W. Atkinson - 4th C. E. Wilson - 4th G. B. Doughty - 3d E. Foster - 4th J. Speak - 3d W. E. Towers - 2d	S. Tottie - 2d
Wakefield, Trinity - N.	32 0 0	78 0 0	"		
Walton, Church -	15 0 0	17 10 0	May		J. Whitaker - 3d S. Kaye - 2d
Wansford, Great - N.	15 0 0				
Welton - N.	16 10 0	35 0 0	June	W. Nelson - 2d	E. Penrose - 2d H. Ardron - 5th E. Porter - 5th S. A. Turner - 1st S. Crawshaw - 2d L. Frost - 1st
Wentworth - N.	18 0 0	93 10 0	Aug.		H. A. Beckett - 5th E. Hinchcliffe - 2d E. Kay - 2d E. Hattersley - 1st
Weston - N.	-	70 0 0	"		

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Wetherby - - - Wes.	£ s. d.	£ s. d.	June	T. Nowell - 2d	J. Hogg - 1st
Whitby - - - N.	- - -	32 10 0	"	W. Simpson - 4th	E. Readman - 4th
				R. Agar - 4th	
Whitby - - - B.	- - -	82 10 0	May	H. Anderson - 3d	
				J. Kirby - 4th	
				W. Hodgson - 4th	
				G. Minns - 4th	
				S. Gamble - 3d	
Whiston - - - N.	- - -	15 0 0	Aug.	J. Rose - 1st	
Woodhouse, St. N.	- - -	144 10 0	Sept.	J. Greenwood - 5th	F. Thomas - 5th
Mark's.				M. Pickard - 4th	M. Wormald - 4th
				J. Lister - 2d	H. Thomas - 4th
				W. Smithies - 2d	
Woodhouse, Ch. Ch., - N.	15 0 0	103 10 0	Nov.	R. Benton - 4th	H. Chadwick - 4th
(Huddersfield.)				J. Worth - 3d	S. Mortimer - 4th
				W. Clay - 3d	
Woodhouse, Nether N.	- - -	108 10 0	Sept.	B. Smith - 5th	P. Granger - 5th
Green.				R. Whiteley - 4th	S. Gill - 4th
				S. Chambers - 2d	
Worrall (Infants) - N.	- - -	15 0 0	Aug.	- - -	S. Barnes - 1st
Wortley, near Shef- N.	- - -	44 0 0	July	J. Druce - 4th	
field.				W. Dukes - 4th	
Wragby - - - N.	15 0 0				
Wyke - - - N.	- - -	17 10 0	Feb.	W. Briggs - 2d	
Yeadon - - - N.	- - -	29 0 0	Sept.	R. Peat - 1st	
				E. Yeadon - 1st	
York, Albion Street, Wes.	20 0 0	69 10 0	May	H. Atkinson - 5th	
				J. Cruess - 5th	
				E. Pears - 4th	
York, Aldwark - - N.	12 0 0	65 0 0	June	- - -	C. Hick - 2d
Street.					R. Hardisty - 2d
					R. Ridsdale - 2d
					E. Todd - 2d
York, Hope Street - B.	- - -	65 0 0	May	G. Jackson - 2d	
				H. Fawcett - 2d	
				W. Wright - 2d	
				T. Harrison - 2d	
York, Micklegate - N.	15 0 0	60 0 0	"	J. Pew - 2d	
				J. Triffett - 2d	
				F. Noble - 1st	
				N. J. Somers- set.	
York, Manor - - N.	20 0 0	126 0 0	"	G. Moses - 4th	
				T. Tuke - 4th	
				R. Tomlinson - 4th	
				J. Cuthbert - 4th	
				W. Hopkinson - 4th	
York, St. Cuthbert's - N.	15 0 0	75 0 0	June	W. Howard - 4th	
				G. Smith - 3d	
				J. Holgate - 3d	
				W. Lord - 3d	
				T. Stainburn - 3d	
York, St. George, - Wes.	23 0 0	66 10 0	May	T. Davis - 4th	M. Lazenby - 4th
				J. Outhwaite - 4th	
York, St. Mary - R.C.	- - -	49 10 0	June	- - -	M. A. Broad- way.
					S. Gray - d
					M. A. Slater - 2d
					C. Gibson - 2d
York, Walmgate - N.	38 0 0	124 10 0	"	R. Weatherill - 4th	M. Catlin - 1st
				G. Champion - 4th	S. Nowell - 1st
				E. Robinson - 3d	
				B. Swann - 3d	
Total	2271 10 0	14352 0 0			

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WALES.					
ANGLESEY.					
Cemaes - - B.	£ s. d.	£ s. d.	Aug.	E. W. Griffiths	1st
Gaerwen - - N.	- - -	15 0 0	Jan.	T. Owen	2d
Holyhead - - N.	20 0 0	34 0 0	"	J. Wilkes	2d
Holyhead - - B.	- - -	75 0 0	Aug.	R. Madden	2d
				J. Evans	3d
				W. Wynne	1st
				J. Williams	1st
				O. Jones	1st
Llanddeusant - N.	16 10 0	17 10 0	Jan.	L. Jones	2d
Llanvaelog - - N.	- - -	17 10 0	"	W. Williams	2d
Llanrhyddlad - B.	- - -	39 0 0	Aug.	O. Griffiths	3d
				W. Thomas	3d
Marian-Glas - B.	- - -	57 0 0	"	G. Pritchard	3d
				W. Owen	3d
				J. Williams	3d
Total - -	36 10 0	272 10 0			
BRECKNOCKSHIRE.					
Brecon, St. John's - N.	- - -	31 10 0	July	G. Thatcher	2d
Brecon, St. Mary's - N.	- - -	54 10 0	"	W. Griffiths	1st
Hay - - - N.	20 0 0	39 0 0	"	G. P. Owen	3d
				J. Michael	3d
Total - -	20 0 0	125 0 0			
CARDIGANSHIRE.					
Cardigan, St. Mary's - N.	14 0 0	94 0 0	"	J. Phillips	2d
				T. Jones	2d
Llandygwydd - N.	- - -	36 10 0	"	W. John	1st
				T. Evans	3d
				J. Jones	2d
Llangoedmore - N.	- - -	17 10 0	"	E. Jones	2d
Pen-y-Parke - N.	16 10 0	34 0 0	"	G. A. Page	2d
				J. Powell	2d
Total - -	30 10 0	182 0 0			
CAERMARTHENSHIRE.					
Abergwili - - N.	18 0 0	17 10 0	March	J. Davies	2d
Caermarthen (Model) - N.	15 0 0	54 10 0	"	D. Vaughan	3d
				T. Lewis	3d
Caermarthen (Lancas- terian).	23 10 0	110 0 0	Aug.	P. Ashton	2d
				W. Rees	1st
				J. Jones	1st
				W. Harris	1st
				W. Phillips	1st
Llandovery - - N.	16 10 0	39 0 0	March	T. Jones	3d
Llandovery - - B.	- - -	62 0 0	Sept.	J. Richards	3d
				D. I. Davies	2d
				D. Hopkins	2d
				D. Evans	1st
Llanelly, Copper - B. Works.	- - -	57 0 0	Aug.	J. Marker	1st
				J. Jones	1st
				J. Griffith	1st
Llangenech - N.	- - -	29 0 0	March	- - -	-
Llanvihangel-Aber- bythic.	- - -	15 0 0	"	J. Lockyer	1st
Total - -	78 0 0	384 0 0			

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CAERNARVONSHIRE.							
Bangor - - - B.	£ s. d. 30 0 0	£ s. d. 140 10 0	Aug.	J. Jones - 2d O. Owens - 2d R. Gray - 2d E. Gray - 2d J. Evans - 1st J. Roberts - 1st	M. Parry - 2d E. Parry - 2d L. Evans - 2d E. Thomas - 1st	2d 2d 2d 1st	
Beddgelert - B. Caernarvon (Model) N.	- - - -	15 0 0 172 0 0	Dec.	W. Jones (of Waenfawr). W. Jones (of Glangwna). T. Hudson - 2d R. Jones - 2d T. Edwards - 1st R. Jones - 1st J. Fox - 2d W. Owen - 2d H. Lester - 1st R. Davies - 1st	E. Jones - 2d G. Rowlands - 1st M. George - 1st S. A. Richards - 1st E. H. Edwards - 1st	2d 1st 1st 1st 1st	
Conway - - - N.	41 10 0	34 0 0	"	J. Thomas - 1st E. Williams - 1st R. Thomas - 2d J. Roberts - 2d R. Davies - 4th G. Jones - 2d J. Hassal - 2d	C. Griffith - 1st	1st	
Llandudno - - N.	- -	29 0 0	"				
Llandwrog - - N. Llanfairfechan - N. Pwllheli - - - N.	18 0 0 18 0 0 16 10 0	44 0 0	"				
Roe Wen - - - B.	- -	34 0 0	Aug.				
Tre and Portmadoc - B.	- -	54 10 0	"				
Total - - -	124 0 0	523 0 0					
DENBIGHSHIRE.							
Abergele - - - N. Chirk - - - N.	- - - -	17 10 0 34 0 0	Nov.	L. Jones - 2d - - - - -	M. Jones - 2d E. Furnmston - 2d	2d 2d	
Chirk - - - B.	- -	39 0 0	Dec.	T. H. Richards - 3d W. L. Gething - 3d			
Denbigh - - - N.	15 0	54 0 0	Oct.	R. Evans - 3d R. Lloyd - 3d E. Thomas - 1st J. Thomas - 2d J. Jones - 2d Josh. Jones - 1st H. Morris - 2d J. Harvey - 1st A. J. Hum- phreys. - 2d E. Roberts - 2d T. Hughes - 2d	E. Davies - 1st A. Williams - 1st L. Harvey - 2d	1st 1st 2d	
Denbigh - - - B. Eglwysfach - - N. Llandynog - - - N.	- - - - - -	15 0 0 32 10 0 31 10 0	Aug. Nov.				
Llanfair-Talhaiarn N. Llanferres - - - N. Llangollen - - - N.	15 0 0 - - 23 0 0	17 10 0 32 10 0 34 0 0	" " "				
Llanrhaidr-ynghg- hinmeirch. - N. Llanrwst - - - N. Lansaintfraid-Glan- Conway. - - - N. Ruabon - - - N.	- - 18 0 0 - - - - - -	17 10 0 17 10 0 31 10 0	" " " " "	W. Owen - 2d R. Jones - 2d J. Foulkes - 1st E. Jones - 2d J. Francis - 2d E. Ffoulkes - 4th J. Roberts - 4th G. G. Ince - 4th J. Roberts - 4th			
Ruthin - - - N. Ruthin - - - B.	23 0 0 - -	34 0 0 85 0 0	" July				
Wrexham - - - N.	15 0 0						
Total - - -	109 0 0	493 0 0					
FLINTSHIRE							
Buckley - - - N. Buckley, St. Mat- thew's. - - - N. Cilcen - - - N. Flint - - - N. Holywell - - - P.U.	14 0 0 23 0 0 18 0 0 - - - -	17 10 0 30 0 0 10 0 0	Jan. " July	S. Stanley - 2d R. Craft - 1st J. Phillips - 1st	P. Garratt - 1st	2d 1st 1st	

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Holywell - - N.	£ s. d. - - -	£ s. d. 49 0 0	Jan.	J. E. Thomas -	2d	M. Ellis -	1st
Lixwin - - B.	20 0 0	47 0 0	Aug.	G. Whalley -	2d		
				H. Hughes -	2d		
				R. J. Brady -	2d		
Meliden - - N.	20 0 0	34 0 0	Jan.	B. Price -	1st		
				J. Lloyd -	2d		
Mold - - N.	10 0 0	78 10 0	"	H. Jones -	2d	E. Barlow -	2d
				S. Matthias -	1st	C. Parry -	2d
				J. Davies -	1st	S. Evans -	2d
Mold - - B.	20 0 0	91 0 0	July	J. Jones -	3d	E. Stansfield -	3d
				J. Hughes -	3d	A. Ellis -	1st
				J. Dykins -	3d		
Mostyn - - N.	- - -	32 10 0	Jan.	T. Roberts -	2d		
				E. Roberts -	1st		
Redbrook (Village) Ch.	- - -	17 10 0	May	T. Foulkes -	2d		
Rhuddlan - - N.	30 10 0	- - -					
Talacre - - R.C.	- - -	15 0 0	Jan.	- - -	-	M. Anderson -	1st
Whitford - - N.	16 10 0	- - -					
<i>Total</i> - - -	172 0 0	422 0 0					
GLAMORGANSHIRE.							
Aberdare (Town) - N.	11 0 0	54 0 0	Feb.	W. Edwards -	3d	E. James -	2d
						C. Jenkins -	2d
Brides, St., Major - N.	15 0 0	20 0 0	"	T. John -	3d		
Bridgend - - N.	- - -	51 10 0	June	R. Evans -	2d	M. Thomas -	2d
				W. Francis -	2d		
Bridgend - - Wes.	- - -	29 0 0	Sept.	J. Bettridge -	1st		
				D. Thomas -	1st		
Cadoxton juxta N.	- - -	17 10 0	Feb.	T. Madge -	2d		
Neath.							
Cardiff - - Wes.	23 0 0	59 10 0	July	J. Blacklock -	5th		
				E. Howell -	4th		
Cardiff, St. Mary's - N.	28 10 0	111 10 0	March	W. Jones -	1st	J. Stephenson -	3d
				W. Williams -	4th	M. David -	2d
				W. Evans -	3d	M. A. Howells -	2d
				J. D. Simpson -	3d		
Cwm Avon (Infants)-N.	10 0 0	- - -					
Dowlais (Sir John - N.	43 0 0	- - -					
Guest's).							
Llantrissant - - N.	- - -	15 0 0	Feb.	T. Morgan -	1st		
Lougher - - Par.	- - -	15 0 0	"	P. Williams -	1st		
Maesteg - - B.	15 0 0	91 0 0	Aug.	T. Jones -	3d	A. Davies -	3d
				S. Lewton -	3d	E. Morgan -	3d
						C. Morgan -	1st
Merthyr Tydvil, St. - N.	33 10 0	31 10 0	Feb.	W. A. Trounson -	2d		
David's.				B. Thomas -	1st		
Newton Nottage - N.	15 0 0	40 0 0	"	G. Cole -	3d	P. Howe -	3d
Swansea - - B.	10 0 0	139 10 0	July	J. Saph -	4th	M. Thomas -	4th
				D. Morgan -	4th	E. Diamond -	4th
				T. R. Robinson -	4th	C. Pritchard -	3d
				C. Davies -	1st		
Swansea - - N.	68 10 0	184 0 0	Feb.	W. Bennett -	3d	C. Walters -	3d
				B. Evans -	3d	S. James -	3d
				J. Bowen -	3d	S. James -	2d
				B. Jones -	3d	C. Thomas -	3d
						M. A. Tremellen -	3d
						R. Welch -	2d
<i>Total</i> - - -	272 10 0	859 0 0					
MERIONETHSHIRE.							
Barmouth - - N.	16 10 0	17 10 0	Aug.	L. Vaughan -	2d		
Dolgellau - - N.	15 0 0	34 0 0	"	E. Davies -	3d		
				R. Pugh -	1st		

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Dolgelly - - B.	£ s. d. - - -	£ s. d. 31 10 0	Sept.	T. Griffiths - 2d W. Roberts - 1st	
Dyffryn - - B.	- - -	47 0 0	Aug.	G. Williams - 2d H. Roberts - 2d L. Jones - 1st J. Thomas - 3d D. Evans - 4th	
Festiniog Dinas - B.	- - -	20 0 0	"		
Penrhyn - - B.	- - -	22 10 0	"		
Towyn - - B.	16 10 0		"		
Towyn and Pennal B.	16 10 0	36 10 0	"	E. Evans - 4th D. Owen - 1st	
Trawsfynydd - N.	16 10 0	29 0 0	"	M. Lloyd - 1st R. Richards - 1st	
Total - -	81 0 0	238 0 0			
MONTGOMERYSHIRE.					
Berriew (Endowed) -	- - -	29 0 0	Sept.	C. W. Jones - 1st J. T. Owen - 1st	
Castle Caereinion - N.	15 0 0		Oct.	T. Jones - 1st	
Llanfyllin - - N.	- - -	29 0 0		T. Morris - 1st T. Owen - 4th W. Howell - 3d E. Owen - 2d H. Jerman - 2d	
Llandiloos - - N.	15 0 0	72 10 0	Aug.	P. L. Jones - 2d R. Gittins - 1st E. Bird - 2d D. Lloyd - 1st	
Newtown - - N.	20 0 0	31 10 0	"	W. Bailey - 3d J. Lewis - 3d R. Owen - 1st	J. Meredith - 2d E. Meredith - 2d
Newtown - - B.	- - -	31 10 0	"		
Welshpool - - N.	29 10 0	86 0 0	"		
Total - -	79 10 0	279 10 0			
PEMBROKESHIRE.					
Cilgerran - - N.	- - -	52 0 0	June	J. Evans - 3d D. Davies - 2d G. Rees - 2d T. Morse - 1st W. Carnon - 1st W. Thomas - 3d W. Jones - 2d C. J. Hopping - 2d J. Phillips - 1st J. Bond - 2d W. Thomas - 1st J. H. Williams - 1st J. Phillips - 4th G. James - 4th R. D. Graham - 3d G. Davies - 5th T. G. Dowling - 4th W. Jenkins - 4th J. Willing - 4th J. Ground - 3d T. Warlow - 3d T. Watkins - 3d J. Jenkins - 3d E. L. Jones - 2d J. Roach - 1st G. Rogers - 4th	A. Hughes - 1st M. A. Griffiths - 1st E. D. Hassell - 2d H. M. Phillips - 2d
Fishguard - - N.	- - -	58 0 0	"		
Haverfordwest - N.	29 0 0	86 0 0	"		
Lampeter Velfry - N.	- - -	15 0 0	"		
MilfordHaven, Endowed	- - -	44 10 0	"		
Narberth - - N.	20 0 0	62 0 0	"		
Pembroke Dock - N.	21 10 0	183 0 0	"	C. Woolcock - 5th M. A. James - 3d E. James - 2d	
Pembroke Dock - B.	- - -	135 0 0	Aug.	M. Phillips - 3d J. Thomas - 3d J. Hart - 2d J. Tucker - 1st E. Rees - 4th H. Bowen - 2d	
Rhydberth - - N.	- - -	61 10 0	Sept.		
Rudbaxton - - N.	- - -	15 0 0	June	J. Llewellyn - 1st	
Solva - - N.	15 0 0		"	J. Davies - 2d J. Owen - 2d	
Stackpole - - N.	- - -	34 0 0	"		

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Tenby - - N.	£ 18 0 0	£ 51 10 0	June	J. W. Rowe -	3d	M. Parrott -	2d
Tenby (Infants) - N.	- - -	36 10 0	"	R. D. Harries -	1st	A. Thomas -	3d
Uzmaston - - N.	18 0 0	44 0 0	"	J. Llewellyn -	4th	E. Hopla -	2d
Warren, Agricultural -	- - -	20 0 0	"	B. Evans -	4th		
				T. Hill -	3d		
<i>Total</i> - -	121 10 0	898 0 0					
RADNORSHIRE.							
Heyop - - N.	18 0 0		Aug.	- - -	-	S. A. Morgan -	2d
Knighton - - N.	- - -	17 10 0					
<i>Total</i> - -	18 0 0	17 10 0					

ISLANDS.

ISLE OF MAN.							
Arbory - - Par.	- - -	39 0 0	Aug.	J. Curphey -	3d		
Douglas, St. George's (Athol Street).	26 0 0	181 10 0	Sept.	R. Clayne -	3d	M. Moore -	3d
				J. C. Archibald -	4th	A. Moore -	3d
				W. Souter -	4th	E. Bridson -	2d
				H. Brew -	4th	E. Kinnish -	1st
				W. Bridson -	2d	E. Moore -	2d
Douglas, St. Barnabas.	- - -	156 0 0	Aug.	J. Gell -	2d	E. Richardson -	3d
				W. Cochraue -	3d	M. Creer -	3d
				W. Stowell -	3d	S. Gamble -	2d
				J. Gale -	2d	E. Gell -	2d
						E. Maltby -	2d
						S. Clucas -	1st
Foxdale, St. Patrick's.	23 0 0	67 10 0	Sept.	T. Radcliffe -	3d		
				T. Crefney -	3d		
				W. Hudgson -	2d		
Kirk Andreas - N.	- - -	39 0 0	"	T. Hudgson -	1st		
Kirk Oncham - N.	16 10 0			J. Kaighin -	3d		
Kirk Patrick - N.	- - -	39 0 0	Aug.	J. Crennell -	3d		
Malew Ballasalla - N.	- - -	44 0 0	Sept.	J. H. Gill -	3d		
Malew Castletown N.	- - -	106 0 0	"	J. Gill -	3d		
				C. Cain -	4th	C. Jenkyns -	4th
				E. Clague -	4th	E. Watterson -	3d
				J. Taggart -	4th		
Malew Grenaby - N.	- - -	22 10 0	"	H. Kay -	4th		
Peel - - N.	- - -	85 0 0	"	J. Corrin -	4th		
				J. Kelly -	4th		
				W. Crellin -	5th		
				M. Corkhill -	4th		
				T. Callister -	4th		
Peel (Mathematical)	18 0 0	22 10 0	Aug.	C. Cowell -	3d		
Port, St. Mary's (Rushen).	18 0 0	39 0 0	"	J. J. Cain -	4th		
				W. Bell -	3d		
Ramsey - - N.	- - -	34 0 0	"	J. Cubbin -	3d		
				T. Kelly -	2d		
Rushen - - N.	- - -	17 10 0	"	J. Beaumont -	2d		
Sulby - - N.	- - -	31 0 0	"		-	E. Ribbon -	2d
				J. Kneale -	2d		
				J. Cowley -	1st		
<i>Total</i> - -	101 10 0	928 10 0					

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GUERNSEY.	£ s. d.	£ s. d.					
St. Peter's Port, St. N. John's.	25 0 0	61 10 0	Aug.	G. J. Rankiler M. Le Patourel	1st 1st	S. P. Maby H. A. Reeks	- - 2d 1st
Total - -	25 0 0	61 10 0					
JERSEY.							
Jersey, St. James' - N.	- -	44 0 0	"	J. Dugan J. Pironet	1st 1st	F. Walter	- 1st
Jersey, St. Mark's - N.	- -	46 10 0	"	J. P. Searle M. N. Taylor	2d 1st	E. Scammell	- 1st
Total - -	- -	90 10 0					

SCOTLAND.*

ABERDEENSHIRE.							
Aberdeen, Bon Ac- F.C cord.	15 0 0						
Aberdeen, East - Sess. Parish.	15 0 0	163 0 0	July	W. Ingram G. Kidd J. Campbell G. Brebner	- - - - 3d 3d	A. Reid S. Nelson J. Monro E. Bain E. Simpson	- - - - 2d - 2d 4th
Aberdeen Female Orphan Asylum.	- -	- - -	"	- - -	- - -	E. Malcolm (hon.)	4th
Aberdeen, John - F.C. Knox's.	12 0 0	31 10 0	Sept.	- - -	- - -	B. Law (hon.) M. M. McKay	4th 2d
Aberdeen, John - Sess. Knox's.	- -	49 10 0	July	- - -	- - -	C. R. Park M. Gardiner J. Davidson	- 1st - 2d - 2d
Aberdeen, South - F.C. Parish.	- -	65 0 0	Oct.	A. Shearer A. Anderson J. Grant J. Cumming	- 2d - 2d - 2d - 2d	M. Fearnside	- 2d
Aberdeen, Shaw's Court, School of Industry.	- -	17 10 0	Aug.	- - -	- - -	A. Bowman	- 2d
Alford - Sess. Banchory, Deven- inch.	- -	17 10 0	July	- - -	- - -	M. L. Taggart	- 2d
Belhelvie - Par.	- -	39 0 0	Aug.	A. Henderson C. Chesser	3d 3d		
Cruden - F.C.	15 0 0	17 10 0	Sept.	C. Wedderburn	2d		
Ellon - F.C.	23 0 0						
Glenfondland - G.A.	16 10 0						
Longhill - G.A.	16 10 0						
Old Deer - F.C.	20 0 0						
Peterculter - Par.	- -	15 0 0	Aug.	T. Davidson	- 1st		
Port Elphinstone - F.C.	16 10 0	47 0 0	Oct.	J. Robertson G. Kemp J. Masson	- 2d - 2d - 1st		
Strichen - Par.	- -	49 10 0	July	J. Spalding R. Spalding W. S. Caie	- 2d - 2d - 2d		
Whitestripes - G.A.	18 0 0						
Total - -	185 10 0	512 0 0					

* NOTE.—G.A. denotes that the School is under the General Assembly of the Established Church of Scotland; Par., Parochial; Sess., Sessional; and F.C., that the School is in connexion with the Free Church.

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ARGYLLSHIRE.					
Ardishaig - F.C.	15 0 0		April	J. M'Gillivray	3d
Bowmore, Foreland F.C.	15 0 0	20 0 0		H. M'Master	2d
Campbeltown - F.C.	- - -	34 0 0		J. M'Murphy	2d
Campbeltown, Da- Par.	18 0 0				
lintober.					
Kintraw - G.A.	16 10 0				
Knapdale, North - Par.	15 0 0				
Port Charlotte - G.A.	15 0 0				
Southend - Par.	- - -	57 0 0	Jan.	J. Thomas -	3d
				A. Morrison -	3d
				A. Montgo- mery.	3d
Tarbert - G.A.	15 0 0	29 0 0	Feb.	D. M'Larty	1st
				D. M'Taggart -	1st
Total - -	109 10 0	140 0 0			
AYRSHIRE.					
Ardrossan - Par.	- - -	15 0 0	"	R. Craig	1st
Ardrossan - Sess.	- - -	34 0 0		N. Brodie	2d
				A. Brodie	2d
Ballintrae Glennap, -	16 10 0				
Endowed.					
Ballantrae - Par.	- - -	31 10 0	Jan.	S. Hunter -	2d
				J. Stafford	1st
Beith - Par.	- - -	93 0 0	"	H. Kirkwood -	3d
				A. Love	3d
				J. Paisley	3d
				J. Boyd	3d
				J. Wilson	3d
Blair Mains - Par.	- - -	39 0 0	Feb.	W. Manners -	3d
				J. Alexander -	3d
Cumnock - F.C.	21 10 0				
Cumnock, New, F.C.	- - -	31 10 0	April	J. Kerr	2d
Wellhill.				Q. Kerr	1st
Daily - Par.	11 0 0				
Dairy Female Indus- trial.	- - -	49 10 0	Feb.	- - -	- - -
					M. Barclay - 3d
					A. Paton - 2d
					M. Reid - 1st
Dairy, Kersland Barony -	- - -	36 10 0	"	J. Andrews	3d
				A. Ramsay	2d
Dairy - Par.	- - -	65 0 0		J. Archibald	3d
				J. Crawford	3d
				W. Shedden	1st
				W. West	1st
Dreghorn, Cross - -	18 0 0				
Roads.					
Fullarton - Par.	- - -	62 0 0	Jan.	D. Munn -	5th
				A. Keir	4th
				J. Thomson	2d
Girvan - Par.	- - -	80 10 0	May	F. M'Kenna	2d
				J. M'Quaker	2d
				J. M'Haig	2d
				W. Roxburgh	2d
Largs, Brisbane, * -	20 0 0	54 10 0	Jan.	T. M'Cracken	2d
Endowed.				G. Small	3d
				A. G. Lindsay	3d
				C. M'Arthur	2d
Largs - F.C.	15 0 0				
Lorn - Par.	15 0 0				
Monckton - F.C.	- - -	31 10 0	April	J. Murdoch	2d
				A. Smith	1st
				J. Mitchell	1st
Newton-on-Ayr - F.C.	21 10 0	29 0 0	"	J. Houston	1st

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Newton-on-Ayr - Par.	£ s. d. - - -	£ s. d. 72 10 0	Feb.	J. Girvan - 3d J. Hutchinson - 3d J. Reid - 3d H. Campbell - 2d J. Sloan - 2d W. Wilson - 2d J. Aird - 2d	
Ochiltree - F.C.	- - -	34 0 0	April		
Prestwich, Burgh - School.	- - -	17 10 0	Feb.	J. Kerr - 1st J. Millar - 1st	
Stewarton - F.C.	- - -	29 0 0	April		
<i>Total</i> - -	138 10 0	805 10 0			
BANFFSHIRE.					
Aberchirder - G.A.	23 0 0				
Bellie - Par.	- - -	31 10 0	Aug.	P. Davidson - 2d J. Rae - 1st C. Grant - 2d	
Deskford - F.C.	16 10 0	17 10 0	Sept.		
Glenrinnies - G.A.	15 0 0				
Inverkeithnie, Downies, - F.C.	18 0 0				
New Marnock - F.C.	20 0 0	31 10 0	Oct.	J. Taylor - 2d J. Wilson - 1st	
<i>Total</i> - -	92 10 0	80 10 0			
BERWICKSHIRE.					
Boston - F.C.	- - -	22 10 0	Feb.	E. Forsyth - 4th	
Campbelton - F.C.	16 10 0				
Dunse - F.C.	21 10 0				
Dunse - Par.	20 0 0	15 0 0	Dec.	G. Purves - 1st A. Russell - 4th T. Happer - 3d W. Phin - 2d J. Nisbet - 2d J. T. Sinton - 2d	
Earlstown - F.C.	16 10 0	57 0 0	Feb.		
Eyemouth - Par.	23 0 0	34 0 0			
Eyemouth - F.C.	16 10 0				
Greenlaw - F.C.	16 10 0	39 0 0	"	W. Alexander - 3d J. Tocher - 3d J. Liddle - 2d W. Borrowman - 2d W. Moore - 1st D. Mackay - 3d P. Robertson - 3d	
Lauder - Par.	23 0 0	47 0 0	Dec.		
Swinton - F.C.	- - -	39 0 0	Feb.		
<i>Total</i> - -	153 10 0	253 10 0			
BUTE.					
Rothsay, East - F.C.	20 0 0				
<i>Total</i> - -	20 0 0				
CAITHNESS-SHIRE.					
Dunn - G.A.	20 0 0				
Freswick - G.A.	15 0 0				
Pulteneytown - F.C.	- - -	15 0 0	June	D. Sutherland - 1st	
<i>Total</i> - -	35 0 0	15 0 0			
CLACKMANNANSHIRE.					
Tullibody - Par.	- - -	39 0 0	"	T. Moir - 3d D. Fisher - 3d	
<i>Total</i> - -	- - -	39 0 0			

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DUMBARTONSHIRE.	£ s. d.	£ s. d.			
Alexandria - - F.C.	13 0 0	15 0 0	April	- - - - -	—
Bonhill - - Par.	- - -	29 0 0	"	J. Robertson -	1st
				J. B. Robert- son.	1st
Dalmonach, Endowed -	- - -	42 0 0	"	J. Bunting -	1st
				P. M'Nichol -	1st
Dalmuir, Subscription -	- - -	29 0 0	"	J. Buchanan -	1st
				R. Park -	1st
				A. Anderson -	1st
Dumbarton - - F.C.	16 10 0				
Dumbarton, Burgh -	16 10 0				
Academy.					
Jamestown, Bon- F.C.	20 0 0	17 10 0	"	J. Towart -	2d
hill.					
Helensburgh, Quoad -	- - -	15 0 0	"	M. Brown -	1st
Sacra.					
Old Kilpatrick - Par.	- - -	15 0 0	"	R. M'Coll -	1st
Renton, Public - F.C.	- - -	47 0 0	"	W. Colquhoun -	3d
				A. Ritchie -	1st
				J. Schindler -	1st
Shandon - - F.C.	21 10 0				
<i>Total</i> - -	87 10 0	209 10 0			
DUMFRIESSHIRE.					
Corrie, Endowed - -	20 0 0	17 10 0	Aug.	J. Rae - - -	2d
Dumfries, St. An- R.C.	- - -	34 0 0	"	J. Caven -	2d
drew.				J. Oliver -	2d
Glencairn - - F.C.	- - -	29 0 0	Dec.	J. M'Caw -	1st
				J. Ferguson -	1st
Kirkmahoe - - F.C.	- - -	15 0 0	"	W. Hunter -	1st
Maxwelltown - - F.C.	16 10 0				
Mennoek Bridge - G.A.	16 10 0				
<i>Total</i> - -	53 0 0	95 10 0			
EDINBURGHSHIRE.					
Back of Fisherrow, F.C.	16 10 0	29 0 0	Feb.	J. Russel -	1st
Ragged.				P. Hay -	1st
Cockpen - - F.C.	23 0 0	17 10 0	"	J. Miller -	2d
Colinton and Cur- F.C.	- - -	20 0 0	Jan.	G. M'Naugh- ton.	3d
rie.					
Coltbridge (Lord - -	15 0 0				
M'Kenzie's).					
Cramond - - Par.	32 10 0	17 10 0	April	J. Aitkin -	2d
Cramond - - F.C.	16 10 0				
Dalkeith, Academy F.C.	43 0 0				
Edinburgh, Canon- F.C.	20 0 0	29 0 0	Feb.	W. Wilson -	1st
mills.				A. Forrest -	1st
Edinburgh, Canon- -	15 0 0	42 0 0	April	J. M'Donald -	1st
gate Burgh.				J. M'Farlane -	1st
				R. Miller -	1st
Edinburgh, Canon- Sess.	- - -	42 0 0	"	R. Mitchell -	1st
gate.				G. Simpson -	1st
				J. Davidson -	1st
Edinburgh, Canon- -	15 0 0	15 0 0	"	- - - - -	—
gate, Christian					
Society's (Fe- male).					M. Fargie - 1st

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Edinburgh, St. - R.C. Patrick.	£ s. d. - - -	£ s. d. 96 0 0	Aug.	J. Barker - 2d J. Quin - 2d M. M'Cormach - 2d J. M'Nally - 2d C. Murphy - 2d H. Gallacher - 2d	
Edinburgh, St. - F.C. Paul's.	20 0 0				
Edinburgh, Tol- F.C. booth.	- - -	17 10 0	Feb.	A. Stewart - 2d	
Edinburgh, United - Industrial.	18 0 0	54 10 0	April	J. Banchope - 4th H. Sherry - 3d J. Aird - 1st A. Doleman - 3d J. Smith - 3d J. Walker - 3d R. Dick - 2d	
Fisherrow - - F.C.	15 0 0	57 0 0	Jan.		
Lasswade, Whiteshill - Colliery.	20 0 0	17 10 0	April		
Leith - - - R.C.	- - -	42 0 0	Sept.	J. Nevin - 1st O. Fairley - 1st J. M'Affrey - 1st	
Leith, Mariners' - F.C.	20 0 0	95 0 0	Feb.	- - -	B. Miller - 5th C. M'Callum - 5th M. Dixon - 5th R. White - 5th I. Lauder - 4th J. Nisbet - 3d M. Taylor - 3d M. Langskill - 3d M. Clark - 3d
Leith, St. John's - F.C.	- - -	80 10 0	Jan.	P. Ward - 3d W. Reid - 3d	
Leith, South - F.C.	15 0 0	59 0 0	Feb.	J. Holling- worth. - 3d	
Morningside, Original, - Subscription.	15 0 0	59 0 0	March	R. Matthew- son. - 3d W. Grindley - 3d	
Musselburgh, Ladies' - School.	14 0 0	31 10 0	Feb.	- - -	A. Winton - 2d M. Gullan - 1st
Newbigging - - F.C.	15 0 0	44 0 0	"	H. Fitzgerrald - 4th J. Loutel - 4th	
Portobello - - F.C.	20 0 0				
Ratho - - Par.	- - -	17 10 0	April	J. Smith - 2d	
Temple - - F.C.	18 0 0				
Wilkieston - - F.C.	15 0 0	29 0 0	Feb.	M. Aikman - 1st W. Hay - 1st	
<i>Total</i> - - -	681 10 0	2246 0 0			
ELGINSHIRE.					
Fochabers, Milnes' - Free.	- - -	49 10 0	July	G. Galloway - 3d J. Duncan - 2d J. M'Andrew - 1st	
Hopeman - - G.A.	16 10 0				
Urquhart - - F.C.	- - -	31 10 0	Oct.	W. Taylor - 2d A. White - 1st	
<i>Total</i> - - -	16 10 0	81 0 0			
FIFESHIRE.					
Auchtermuchty - F.C.	16 10 0	29 0 0	Aug.	T. Logan - 1st J. Mitchinson - 1st	
Ceres - - Par.	- - -	49 10 0	June	A. Trotter - 2d J. Greenfield - 2d D. J. U. Robert- son. - 2d	
Collessie - - Par.	- - -	31 10 0	"	J. Malcolm - 2d D. Heggie - 1st	

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Cupar, Madras Academy -	£ s. d. - - -	£ s. d. 160 0 0	June	W. Paterson - 4th J. Douglas - 4th W. Walker - 3d T. Fernie - 3d T. Oliphant - 3d J. Brown - 3d J. Geddes - 3d J. Ross - 1st P. Rodger - 1st	
Denhead, Subscription -	- - -	17 10 0	"	W. Walker - 2d	
Dunbog - Par.	- - -	20 0 0	"	W. Finlay - 3d	
Dunfermline, - F.C. Abbey.	16 10 0	55 0 0	Aug.	J. Ferguson - 1st R. Hodge - 1st D. Renton - 1st D. Shoolbred - 1st J. Cumming - 2d H. Gibson - 2d J. Turner - 1st	
Dunfermline, Golf- drum (McLean's)	15 0 0	47 0 0	May	J. Bouthron - 1st P. Pennycook - 1st T. Lethbridge - 3d J. Wallace - 2d J. Allan - 2d J. Lumsden - 1st	
Dysart, Burgh and Parochial.	- - -	46 10 0	June	A. Ireland - 4th W. Ireland - 3d T. White - 3d J. Kinnear - 3d W. Lees - 3d W. Lang - 3d A. Cusin - 3d J. Lockhart - 3d A. Walker - 3d T. Milne - 3d A. Birnie - 3d W. Bryson - 3d D. Rodger - 3d	M. Bouthron - 2d
Falkland - Par.	- - -	65 0 0	"		
Ferry-Port-on- Craig. F.C.	- - -	59 10 0	July		
Kilconquhar - Par.	- - -	39 0 0	May		
Kirkaldy, Burgh -	- - -	147 0 0	June		
Leven - F.C.	15 0 0				
Monimail, Subscrip- tion.	21 10 0	39 0 0	May	G. Thomson - 3d J. Malcolm - 3d	
Newport - F.C.	- - -	39 0 0	July	G. Baillie - 3d J. Kidd - 3d W. Ramsay - 3d	
Pitlessie - F.C.	- - -	20 0 0	"		
St. Andrew's (Infants) -	11 0 0				
Scoonie - Par.	- - -	34 0 0	May	J. Pearson - 2d J. Brown - 2d	
Springfield - F.C.	- - -	62 0 0	July	A. Robertson - 4th J. Allan - 4th H. Robertson - 3d	
Total -	95 10 0	960 10 0			
FORFARSHIRE.					
Arbroath, Educa- F.C. tion Society's.	50 0 0				
Brechin - Par.	23 0 0	75 0 0	June	D. Scott - 4th A. Smart - 3d A. Fyfe - 3d F. Reid - 2d J. Black - 1st D. Crabb - 1st K. McConachie - 1st	
Brechin - F.C.	21 10 0	42 0 0	Aug.	A. Kay - 4th A. Kydd - 2d J. Cameron - 2d J. Bruce - 1st	
Broughtly Ferry - F.C.	- - -	22 10 0	July		
Carnoustie - F.C.	- - -	17 10 0	"		
Cupar (Angus) - F.C.	21 10 0	31 10 0	"		

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Dudhope - F.C.	£ s. d. 16 10 0	£ s. d. 17 10 0	July	D. M'Lachlin - 2d	
Dundee, General - Sess.	21 0 0	204 0 0	May	A. Mackay - 4th	
				D. Wallace - 3d	
				W. Brown - 3d	
				G. Archer - 3d	
				W. Adam - 3d	
				W. Nicol - 2d	
				J. Donaldson - 2d	
				D. Lindsay - 2d	
				W. Jamie - 2d	
				A. Robertson - 2d	
				J. Littlejohn - 2d	
				J. Mitchell - 2d	
Dundee, Female - Sess.	15 0 0	34 0 0	"	- - -	A. Milne - 2d
					M. Butchart - 2d
Dundee, Hilltown - F.C.	15 0 0	44 10 0	Aug.	G. Winter - 2d	
				W. Glass - 1st	
				G. Lindsay - 1st	
Dundee, Rosebank - Sess.	18 0 0	111 10 0	July	J. Anderson - 3d	J. M. Paton - 3d
				A. C. Baxter - 3d	I. Todd - 3d
				G. Scott - 3d	J. M'Laren - 2d
Dundee, St. An- F.C.	15 0 0	67 0 0	"	W. Moodie - 5th	J. West - 1st
drew's.				J. M'Kenzie - 1st	
Dundee, St. David's - F.C.	15 0 0	69 0 0	"	J. Cooper - 1st	
				J. Russell - 5th	I. Elder - 4th
Dundee, St. John's - F.C.	16 10 0	83 10 0	"	J. Moyes - 4th	
				D. Beat - 3d	E. Yule - 2d
				A. Gow - 3d	M. Boyter - 1st
Dundee, St. Peter's - F.C.	29 10 0	0	"	J. Yule - 1st	
				D. Wilson - 4th	E. Newton - 2d
				H. Thomson - 4th	A. Tarbot - 2d
				W. Robb - 4th	
Dundee, Wallace - F.C.	11 0 0	57 0 0	"	D. Murray - 1st	
Town (Juvenile).				J. Gilbert - 3d	
				R. Imrie - 3d	
				D. Doig - 3d	
Dunnichen - Par.	15 0 0				
Forfar Academy -	18 0 0				
Forfar East, Town- F.C.	- - -	17 10 0	Aug.	J. Stewart - 2d	
end.					
Frickheim - F.C.	- - -	17 10 0	July	J. Fife - 2d	
Inverbrothock - Sess.	- - -	39 0 0	June	J. Shand - 3d	
				G. Gordon - 3d	
Inverbrothock - F.C.	15 0 0	47 0 0	July	G. Clark - 2d	
				J. Johnston - 2d	
Ladyloan - F.C.	- - -	42 0 0	Aug.	A. M'Neil - 1st	
				A. Petrie - 1st	
				W. M'Kay - 1st	
				A. Thomson - 1st	
Lochee - Sess.	16 10 0				
Mains - Par.	15 0 0				
Monifieth - Par.	- - -	15 0 0	June	R. Stivens - 1st	
Montrose, Burgh Academy.	25 0 0				
Montrose, Dor- ward's (Lower).	- - -	40 10 0	June	J. Robertson - 2d	
				J. Neilson - 2d	
				J. Scott - 2d	
Montrose, Dor- ward's (Upper).	F.C. 21 10 0	85 10 0	July	A. Pithie - 3d	
				J. M'Kenzie - 3d	
				W. Kinloch - 2d	
				J. Sheriff - 2d	
				W. Allan - 2d	
Montrose, St. John's F.C.	12 0 0	120 0 0	July	D. Brewster - 2d	J. Burness - 2d
				J. T. Cobb - 2d	H. Walker - 1st
				J. Murray - 2d	M. Dawson - 1st
				J. Gellie - 1st	
				G. Hind - 1st	

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Montrose, White's - Free School.	£ s. d. - - -	£ s. d. 47 0 0	May	W. Calder - J. Cameron - J. Greig -	2d 2d 1st
Total - -	426 10 0	1468 0 0			
HADDINGTONSHIRE.					
Belhaven - - F.C.	21 10 0				
Haddington, Indus- trial.	14 0 0				
Prestonpans - F.C.	21 10 0				
Tranent - - F.C.	- - -	39 0 0	Jan.	G. Alexander - R. Balgarine -	3d 3d
Total - -	57 0 0	39 0 0			
INVERNESS-SHIRE.					
Aigas, Subscription	20 0 0				
Culloden - - F.C.	15 0 0	15 0 0	June	J. Frazer -	1st
Daviot - - F.C.	18 0 0	15 0 0	"	J. Frazer -	1st
Fortwilliam - F.C.	- - -	31 10 0	"	W. Hepburn -	2d
Inverness (Model)- F.C.	41 0 0	167 10 0	"	S. Cameron -	1st
				A. Fraser -	4th
				S. M'Bean -	4th
				A. M'Kenzie -	4th
				D. Fraser -	3d
				F. M'Rae -	3d
				R. Martin -	3d
				A. M'Bean -	3d
				R. M'Cosh -	3d
				D. M'Pherson -	1st
				A. Fraser -	2d
Kirkhill - - F.C.	15 0 0	17 10 0	"		
Kilmalie - - Par.	27 10 0		"		
Stratherrick - F.C.	- - -	17 10 0	"	W. Forbes -	2d
Total - -	136 10 0	264 0 0			
ISLE OF SKYE.					
Carbost - - G.A.	18 0 0				
Total - -	18 0 0				
KINCARDINESHIRE.					
Fordoun - - F.C.	- - -	39 0 0	Sept.	J. Ross - J. Taylor -	3d 3d
Kincardine O'Neill- F.C.	18 0 0				
Kincardine on Forth, Subscription.	20 0 0				
Lawrencekirk - Par.	18 0 0				
Total - -	56 0 0	39 0 0			
KINROSS-SHIRE.					
Kinross - - F.C.	18 0 0	29 0 0	Aug.	C. Hutchison - W. Laurie -	1st 1st
Portmoak - - F.C.	- - -	17 10 0	"	G. Drummond	2d
Total - -	18 0 0	46 10 0			

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	In Aug- mentation of Certificated Teachers' Salaries.	In Stipends to Apprentices, and Gratuities to Teachers in- structing them.		Boys.		Girls.	
	£ s. d.	£ s. d.					
KIRKCUDBRIGHTSHIRE.							
Auchencairn - F.C.	16 10 0		Dec.	J. Lawson -	3d		
Castle Douglas - F.C.	33 0 0	39 0 0		W. Heron -	3d		
Dalbeattie - Par.	20 0 0		"	G. Woodrow -	2d		
Dundrennan - F.C.	18 0 0	17 10 0					
Abbey.							
Laurieston - F.C.	18 0 0						
Total - -	105 10 0	56 10 0					
LANARKSHIRE.							
Airdrie, Free West - F.C.	21 10 0	54 10 0	April	J. Jeffrey -	4th		
Church.				G. Jeffrey -	3d		
				J. Beveridge -	1st		
Blantyre Works -	25 0 0		"	D. Beggs -	3d		
Blackquarry - F.C.	- - -	39 0 0		J. M'Innes -	3d		
				J. Bell -	3d		
Bothwell - F.C.	23 0 0	57 0 0	March	J. Galloway -	3d		
				W. Thomson -	3d		
Brownfield, Female	15 0 0	15 0 0	Feb.			M. Seath -	1st
Industrial.							
Gartsherrie, St. - Par.	23 0 0	59 10 0	"	W. Henderson	4th		
James'.				A. Bennie -	3d		
				A. Munsie -	3d		
Gartsherrie, St. - Par.	14 0 0						
Mary's.							
Glasgow, Model,	- - -	54 10 0	Feb.	H. Harwood -	2d		
Church of Scotland.				J. Thomson -	1st		
				Q. Pringle -	1st		
				W. Ryle -	1st		
Glasgow, Model - F.C.	- - -	363 0 0	April	J. Blane -	5th	E. Dickson -	5th
				W. Monks -	5th	A. Luckie -	4th
				A. Bowman -	5th	A. Grove -	4th
				J. M'Farlane -	4th	C. M'Farlane -	4th
				A. Allan -	3d	C. Campbell -	4th
				J. Johnston -	3d	J. Gardner -	4th
				M. White -	3d	E. M'Innes -	3d
				J. Macmillan -	1st	J. Gardner -	3d
				J. Miller -	1st		
				J. Taylor -	1st		
				J. Stalker -	1st		
Glasgow, Old - F.C.	18 0 0						
Wynd.							
Glasgow, St. Enoch's, Sess.	- - -	62 10 0	Jan.	W. Logan -	2d		
				W. Bennie -	2d		
				W. Jeffrey -	2d		
				R. Marshall -	1st		
Glasgow, St. - F.C.	38 0 0	185 10 0	March	A. Wilson -	5th	J. Lack -	3d
George's.				R. Smith -	5th	H. M'Clymont -	3d
				W. D. Taylor -	4th		
				J. M'Pherson -	4th		
				W. Alexander -	4th		
				A. Wither -	3d		
				J. Rae -	3d		
Glasgow, St. John's, -	- - -	49 10 0	"	R. Bowman -	2d		
Territorial.				J. Spence -	2d		
				T. Wilson -	2d		
Glasgow, St. Mat- Sess.	- - -	129 10 0	Jan.	J. Ness -	4th	A. Ritchie -	3d
thew's.				A. M'Innes -	4th	J. S. Duncan -	2d
				A. Henderson -	3d		
				W. Slessor -	3d		
Glasgow, St. Mat- F.C.	- - -	29 0 0	April	D. W. Murdoch -	1st	M. Reid -	1st
thew's.						S. Lawson -	1st

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Glasgow, St. Paul's, - Industrial.	£ s. d. 12 0 0	£ s. d.			
Glasgow, St. Peter's F.C.	16 10 0	116 0 0	April	J. Donald - 5th J. Donaldson - 4th J. M'Intosh - 4th J. Ruthven - 3d M. Walker - 3d P. M'Dougall - 1st	
Glasgow, St. Rollox, Sess.	16 10 0				
Glasgow, South, -	15 0 0				
Woodside.					
Gorbals - - Par.	- -	62 10 0	Jan.	J. Garven - 2d K. Millar - 2d D. Cameron - 2d J. M'Crane - 1st J. Ferguson - 4th J. M'Kinlay - 3d W. Stewart - 3d D. Rose - 1st J. Hastie - 1st J. Crawford - 3d J. Meikie - 2d R. Watherspoon.	
Hamilton, St. John's F.C.	21 10 0	85 10 0	March	J. Wallace - 2d S. Brecken- ridge.	
Kilbride, East - Par.	16 10 0	52 0 0	Jan.	J. Alexander - 2d J. Hunter - 1st J. G. Lee - 1st J. Wilson - 1st R. Marshall - 3d J. Smellie - 3d	
Lesmahagow - F.C.	15 0 0				
Maxwellton - Par.	15 0 0	49 10 0	Feb.	A. Park - 2d T. Smith - 2d W. W. Gorman - 2d W. Robertson - 1st	
Mearns - - Par.	- -	42 0 0	"		
Monklands, Old - Par.	- -	39 0 0	Jan.		
Partick - - F.C.	15 0 0				
Rutherglen - F.C.	23 0 0	62 10 0	March		
Uddington, Female -	10 0 0				
Industrial.					
Woodside - - F.C.	15 0 0				
Total - -	368 10 0	1607 10 0			
LINLITHGOWSHIRE.					
Abercorn - - F.C.	- -	15 0 0	Feb.	S. Barclay - 1st	
Grange pans, Subscrip- tion.	16 10 0	80 10 0	April	W. Shaw - 3d J. Marshall - 3d E. M'Lardy - 2d L. Glass - 1st J. Abercombie - 1st B. Brown - 4th A. Brockley - 4th	
Linlithgow - - F.C.	- -	44 0 0	March		
Winchburgh - F.C.	15 0 0				
Total - -	31 10 0	139 10 0			
NAIRNSHIRE.					
Auldearn Innes - F.C.	14 0 0				
Nairn - - F.C.	23 0 0	15 0 0	Oct.	D. D. Fraser - 1st	
Nairn - - G.A.	20 0 0				
Total - -	57 0 0	15 0 0			

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ORKNEY.					
Sanday - - F.C.	£ s. d. 30 0 0	£ s. d.			
Total - -	30 0 0				
PERTHSHIRE.					
Aberfeldy, Bredal- bane. - F.C.	- -	62 10 0	Aug.	T. M'Laren - 2d P. Stevens - 2d J. Cameron - 2d A. Carmichael - 1st J. M'Beath - 1st W. Stewart - 1st	
Aldgernaig - G.A.	18 0 0	29 0 0	May		
Amulree - - F.C.	15 0 0				
Blackford - - F.C.	20 0 0				
Blair Atholl - Par.	- -	34 0 0	"	J. Stewart - 2d J. Gordon - 2d D. L. Adams - 1st J. Smith - 1st J. Peebles - 1st	
Blairgowrie - Par.	- -	42 0 0	"		
Bredalbane - F.C.	23 0 0				
Bridgend - - Par.	15 0 0				
Bridge of Earn - F.C.	- -	49 10 0	July	J. Malloch - 2d C. Adie - 2d W. Rutherford - 2d D. Ferguson - 4th J. M'Keicher - 4th J. Stewart - 3d J. Dow - 3d D. Hutchison - 3d W. Smail - 2d P. M'Kinlay - 2d J. Constable - 3d J. Grant - 3d W. Prain - 1st J. Cameron - 2d J. Macarthen - 1st D. Tasker - 1st	
Callander - - F.C.	23 0 0	62 0 0	July		
Culross - - Sess.	20 0 0	39 0 0	June		
Dunkeld, Royal - -	- -	34 0 0	May		
Errol - - F.C.	20 0 0	39 0 0	July		
Inchture - - Par.	15 0 0	15 0 0	June		
Lawers - - F.C.	- -	17 10 0	Aug.		
Loch Earn Head - F.C.	- -	15 0 0	"		
Logierait - - F.C.	15 0 0	15 0 0	"		
Meikleour - - Par.	18 0 0				
Methven - - F.C.	15 0 0				
Methven, United Presbyterian. - Par.	18 0 0	39 0 0	July	C. Christie - 3d W. Marshall - 3d A. Morrison - 1st D. M'Dougall - 1st	
Moulin - - Par.	- -	29 0 0	May		
Perth (Infants) - Par.	10 0 0	65 0 0	June		M. Mackay - 3d M. Fraser - 3d C. Campbell - 1st A. Ferguson - 1st
Perth (Middle) - Sess.	16 10 0	70 0 0	May	J. Cuthbert - 3d P. Christie - 3d A. M'Glashan - 3d W. C. Dewar - 1st J. Anderson - 1st P. C. Donald- son. - 1st W. Malloch - 1st J. Robertson - 1st J. Lennie - 1st D. Fyfe - 3d L. Halley - 3d J. Plender- leath. - 2d J. Greig - 1st D. Reid - 1st G. Millar - 1st R. M'Arthur - 1st W. Greig - 1st	
Perth, New Row - -	- -	68 0 0	June		
Perth, St. Leo- nard's. - F.C.	15 0 0	54 10 0	Aug.		
Perth, Watergate - -	- -	68 0 0	June		

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Perth, West - F.C.	£ s. d. - - -	£ s. d. 114 0 0	July	R. M'Leish - 3d J. Littlejohn - 3d J. Niven - 2d W. Howie - 2d J. Miller - 2d J. Murray - 2d W. Stirtan - 1st J. Walker - 1st D. Duff - 1st G. Allan - 2d	
Pitlochry - G.A.	20 0 0	29 0 0	May		
Stanley - F.C.	16 10 0	17 10 0	Aug.		
Strathbrand - F.C.	20 0 0				
Trinity Gask - Par.	15 0 0				
Tulliallan - Par.	- - -	57 0 0	June	J. Finlay - 3d R. Paterson - 3d G. M'Isaac - 3d A. Souter - 2d	
Woodside - F.C.	- - -	17 10 0	July		
<i>Total</i>	348 0 0	1082 0 0			
RENFREWSHIRE.					
Cathcart - Par.	- - -	34 0 0	Feb.	A. Robertson - 2d A. Campbell - 2d	
Houston - F.C.	21 10 0	46 10 0	April	T. M'Lachlan - 2d P. Barr - 1st	H. Berry - 1st
Houston and Kil- lellan. Par.	21 10 0	34 0 0	Feb.	J. Hamilton - 2d R. Shearer - 2d	
Ladyburn, Sub- scription.	15 0 0				
Lochwinnoch - Par.	- - -	41 10 0	Jan.	A. Neil - 4th A. M'Taggart - 3d	
Paisley, Abbey Parish (Dickson's).	10 0 0	17 10 0	- -	- - -	E. Peterkin - 2d
<i>Total</i>	68 0 0	173 10 0			
ROSS-SHIRE.					
Achnagait - G.A.	15 0 0	15 0 0	Aug.	G. Monro - 1st	
Cromarty - F.C.	21 10 0				
Jemimaville - F.C.	18 0 0				
Killearnan - F.C.	16 10 0	17 10 0	June	A. Treasurer - 2d	
Kilmuir Easter - Par.	18 0 0				
Logie Easter - Par.	16 10 0				
Mossfield - F.C.	15 0 0				
Stornoway - F.C.	15 0 0				
<i>Total</i>	135 10 0	32 10 0			
ROXBURGHSHIRE.					
Gala (Infants) -	23 0 0				
Kirk Yetholme - Par.	18 0 0				
Melrose - F.C.	- - -	20 0 0	Feb.	G. Thomson - 3d	
Smailholm - F.C.	- - -	20 0 0	"	J. M'Dougal - 3d	
<i>Total</i>	41 0 0	40 0 0			
SELKIRKSHIRE.					
Galashiels - Par.	- - -	60 0 0	Dec.	J. Roberts - 2d A. Welch - 2d R. Brown - 1st A. Rankin - 1st	
<i>Total</i>	- - -	60 0 0			

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STIRLINGSHIRE.					
Bannockburn - F.C.	£ s. d. 20 0 0	£ s. d.	July	J. Henderson	2d
Bridge of Allan - F.C.	- - -	34 0 0		W. Maxwell	2d
Canonshore - G.A.	16 10 0		March	W. Porteous	3d
Denny - Par.	- - -	39 0 0		P. M'Farlane	3d
Kilsyth, Female -	10 0 0				
Kinnaird - Par.	12 0 0				
Tillicoultry - F.C.	15 0 0				
Total - - -	73 10 0	73 0 0			
SUTHERLANDSHIRE.					
Creich - - - Par.	20 0 0	15 0 0	Sept. May	D. Campbell	1st
Dornoch - - - Par.	25 0 0	15 0 0		J. Leslie	1st
Durnie - - - G.A.	16 10 0				
Helmsdale - - G.A.	18 0 0				
Loth - - - Par.	15 0 0				
Skibo - - - G.A.	20 0 0				
Talmine - - - G.A.	15 0 0				
Total - - -	129 10 0	30 0 0			
WIGTOWNSHIRE.					
Cairn Ryan - F.C.	15 0 0		Dec.	E. M'Kinnon	3d
Dunse - - - G.A.	20 0 0				
Enoch - - - G.A.	20 0 0				
Inch - - - F.C.	15 0 0				
Kirkmaiden - F.C.	18 0 0				
Stranraer - - F.C.	18 0 0	20 0 0			
Total - - -	106 0 0	20 0 0			

(No. V.)

STATEMENT OF GRANTS AWARDED TO TRAINING SCHOOLS ON ACCOUNT OF STUDENTS, HOLDING *Certificates of Merit*, who have been trained during the Years 1847, 1848, 1849, 1850, and 1851; and on account of QUEEN'S SCHOLARS who have been admitted after Examinations at Christmas 1850 and Christmas 1851.

	1847.			1848.			1849.			1850.			1851.		
	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.	Amount of Grant.	No. of Cer- tificates Students for whom Grants were claimed.
Cheltenham (Male)	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-	£ s. d. 130 0 0	-
Ditto (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ilighbury (Metropolitan)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NATIONAL SOCIETY'S, at	17	340 0 0	20	465 0 0	11	235 0 0	17	375 0 0	2	50 0 0	15	365 0 0	14	310 0 0	15
Battersea, St. Mark's	20	430 0 0	22	495 0 0	23	555 0 0	23	525 0 0	10	245 0 0	45	995 0 0	15	375 0 0	15
Chichester (Male)	21	420 0 0	25	466 13 4	24	843 6 8	31	510 0 0	4	56 13 4	22	336 13 4	16	286 13 4	16
Whitelands (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(Ta Wales.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Casernarthen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DOCESAN, at	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brighton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chichester	7	140 0 0	11	240 0 0	17	385 0 0	2	30 0 0	3	60 0 0	1	13 6 8	9	180 0 0	9
Dorchester	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Durham	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Durham	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salisbury	8	160 0 0	6	20 0 0	2	45 0 0	5	105 0 0	2	33 6 8	8	175 0 0	10	140 0 0	8
Warrington	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winchester	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
York and Ripon (Male)	10	215 0 0	7	145 0 0	14	395 0 0	10	230 0 0	3	70 0 0	19	405 0 0	11	250 0 0	11
Ditto (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BRITISH & FOREIGN SCHOOL SOCIETY'S, in the	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borough Road (Male)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ditto (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HOME & COLONIAL SCHOOL SOCIETY'S, in	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gray's Inn Road, Holborn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ROMAN CATHOLIC, at	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hammersmith	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
KNELLER HALL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FREE CHURCH IN SCOTLAND, at	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edinburgh (Male)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ditto (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glasgow (Male)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ditto (Female)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	83	1705 0 0	138	2561 13 4	167	3395 3 6	256	5094 11 8	39	800 0 0	305	5712 5 10	144	2901 13 4	144

* Payments on account of scholars holding *Examinations*.

ANNUAL CALENDAR OF TEACHERS

WHO HAVE OBTAINED CERTIFICATES OF MERIT FROM THE COMMITTEE
OF COUNCIL ON EDUCATION.

(Completed to the 1st of January 1852.)

ENGLAND AND WALES.

MASTERS OF SCHOOLS in connexion with the CHURCH OF ENGLAND; and STUDENTS in
the TRAINING SCHOOLS of the NATIONAL SOCIETY, and of the several DIOCESAN
BOARDS OF EDUCATION.

** Each of the THREE CLASSES of Certificates is subdivided into THREE DIVISIONS; and
the figures (1, 2, 3) indicate the particular Division of the Class of Certificate which
the Teacher holds.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Abbott, H.	Newington, Holy Trinity	London	.	3	.
Adams, T. A.	Llanidloes	Montgomery	.	.	3
Adams, W.	Birmingham, St. Philip's	Birmingham	3	.	.
Adkins, H.	Abergavenny	Monmouthshire	.	2	.
Ager, G.	(Student)	.	.	.	1
Aishton, J.	Russell Square, Ch. Ch.	London	.	.	3
Alder, J.	Liverpool, St. Mark's	Liverpool	3	.	.
Allan, J.	Birkenhead, Holy Trinity	Birkenhead	.	3	.
Allen, F.	Pembroke Dock	Pembroke Dock	.	2	.
Allport, J.	Smalley	Derby	.	.	2
Anderson, J.	Brampton	Cumberland	.	1	.
Anderson, W.	Preston, Central	Preston	.	.	3
Anderton, R.	Ollerton	Nottinghamshire	.	.	1
Andrews, R.	Liverpool, South, Ch. of Eng.	Lancashire	.	.	3
Appleby, J.	Lexden	Colchester	.	.	3
Appleton, P.	Manchester, St. Bartholomew's	Manchester	.	.	1
Armitage, J. A.	.	.	.	2	.
Armstrong, J.	Congleton, St. Stephen's	Cheshire	.	3	.
Armstrong, H. St. Paul.	Darlington, Trinity	Darlington	.	3	.
Arnold, H.	Warrington	Lancashire	.	.	1
Ash, J. W.	Macclesfield, Ch. Ch.	Macclesfield	.	.	3
Aspin, S.	Leeds, Marshall's Factory	Leeds	.	.	1
Austin, J.	Axminster	Devon	.	.	3
Bagnall, G.	Cornwall, Central	Truro	.	2	.
Bailey, J.	Sandbach	Cheshire	.	.	3
Bailey, J. J.	Barnard Castle	Barnard Castle	.	.	3
Bailey, R.	Taunton, Holy Trinity	Taunton	.	.	1
Baker, J. T.	Portsea Town	Portsea	.	.	2
Baker, W.	Hoxton, St. John's	London	.	.	3
Baker, W.	Liverpool, St. Luke's	Lancashire	.	2	.
Bakewell, T. J.	Preston, Ch. Ch.	Preston	.	.	2
Baldry, S. T.	Hornsea	Hull	.	.	1
Baldwin, J.	Worsley (Eccles)	Manchester	.	3	.
Balfrey, W.	.	.	.	.	2
Bamforth, J.	Frome, Mills Green	Somersetshire	.	1	.
Banson, J.	Fakenham	Norfolk	.	2	.
Banson, J.	Walsingham	Norfolk	.	.	1
Barnacle, H.	Edinburgh, Scottish Episcopal Training Institution.	Edinburgh	.	.	1
Barraclough, J.	Royston	Barnsley	.	.	3
Barton, W. H.	.	.	.	1	.
Batchelder, J.	Bolton, Ch. Ch.	Bolton	.	.	3
Bate, J.	(Deceased)	.	.	3	.
Batty, S.	Bradford Grammar School	Bradford	.	.	1
Baughan, W.	(Student)	.	.	3	.
Beays, J. H.	.	.	.	.	2
Beckett, C.	Castle Rising	Norfolk	.	.	3
Bee, J.	Chalford	Gloucestershire	.	.	.
Beer, T.	Tywardreth	Fowey	.	3	.
Bezley, J.	Churchill and Sarsden	Chipping Norton	.	.	3
Bellamy, W.	Manchester, Granby Row	Manchester	.	1	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Benbow, R.	Newtown	Montgomeryshire		3	
Benham, W.	(Student)		3		
Bensley, W. R.	Durdham Down, St. John's	Gloucester		3	
Bentley, R.					2
Berridge, W.	Plymouth, Charles	Plymouth		3	
Beswick, W.	Chester, Diocesan School	Chester			3
Biggs, J.	Clifton	Bristol			1
Biggs, S.	Morpeth	Northumberland		3	
Bingham, A.	Fulham, All Saints'	Middlesex		3	
Binns, W.	Port St. Mary	Isle of Man			1
Bird, J.	Bristol, St. Augustine's	Bristol			2
Blackburn, J. W. C.	Hurst Cross	Lancaster		3	
Blain, J.	Winchester Diocesan	Winchester	3		
Bland, W.	Little Eaton	Derby		3	
Bleany, J.				3	
Bliss, W. H.	(Student)				2
Blythe, R.	Windsor, St. Mark's	Berkshire		2	
Boardman, A.	Liverpool, St. Paul's, Princes Park.	Liverpool		2	
Bogle, J.	(Student)				3
Bolton, J.	Leeds, St. Andrew's	Leeds		3	
Bolton, J.	Old Malton	Yorkshire			3
Bond, W.	Bombay		2		
Booth, J. W.	Headingley Town	Leeds			3
Botheras, R.	Croft Yarpole, N.S.	York			3
Bott, T. H.	Brighton, St. John's	Brighton		1	
Bottomley, T.	Wallingford	Berkshire			3
Boulden, J.	Clapham	London		3	
Bowker, C.	Colton near Milnthorpe	Lancaster		3	
Bradbury, W.	Higher Sutton, N.S.	Chester			3
Braid, A. J.	New Swindon	Swindon			3
Brand, P.	Walkden Moor	Manchester			3
Branter, W.	Ingrow	Keighley			3
Bray, B.	Lynn Regis, St. John's	Lynn Regis			2
Brewin, A.	Whitby, St. Michael's	York		1	
Brierley, E.	Fleetwood Testimonial	Lancashire			1
Brine, J.	Cranfield, Parochial	Newport Pagnell			2
Briscoe, J. D.	Little Bolton, St. George's	Bolton		3	
Brittan, J.					2
Broadbent, D.	Atherton	Manchester		3	
Broderick, H. D.	(Student)			3	
Brooke, W. S.	Farnley Tyas	Huddersfield			3
Brooks, T.	Barmby Moor	Pocklington			3
Broomfield, R.	Toxteth Park, St. James'	Liverpool			3
Brown, J.	Ruddington	Nottingham			1
Brown, J.	(Student)			3	
Brown, J.	(Student)				3
Brown, J.	Worcester, St. Martin's	Worcester			3
Brown, J. M.	Aylesbury, Parochial	Aylesbury		3	
Brown, T.	Chorley	Chorley			1
Brown, W.	Halifax, South East School	Halifax			1
Brown, W.	(Student)				3
Brown, W. H.					3
Brownsdon, T.	(Student)				2
Bryan, J.	Rainford, St. Helen's	Prescot			2
Buckley, O.	Smallbridge, St. John's	Rochdale			3
Bugden, J.	(Student)				2
Bunker, T.	Buntingford	Buntingford			3
Burden, G.	Alderbury	Salisbury			1
Burr, J. F.	Winchester, St. Maurice's	Winchester		3	
Burrows, J.	Bosbury, Endowed	Ledbury			2
Busby, J. T.					2
Campbell, D.	Stepney, All Saints'	London			3
Canner, W.	Leigh	Manchester			3
Carr, G. S.	Kirkstall, St. Stephen's	Leeds			1
Carter, T.	(Student)				3
Cartwright, G. F.	Manchester, Cathedral School	Lancashire		1	
Carver, E.	Welton	Howden			2
Carvill, H.	Epsom	Surrey			3
Carvill, T.	Loughborough (Free)	Leicestershire			2
Casse, C. J.	Plymouth, Trinity	Devonshire			2
Castle, C.	Stepney, Red Coat	London		3	
Caulfield, J. B.	Loughborough, Lancasterian	Leicestershire			3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Cawthorne, J. P.	Chichester	Chichester	.	1	.
Cayzer, T. S.	Chudleigh Grammar School	Devonshire	.	1	.
Chalklen, J.	(Student)	.	.	.	2
Chambers, E. T.	Saffron Walden	Essex	.	3	.
Channon, T.	(Student)	.	.	.	3
Chapman, W.	South Bersted and Bognor	Bognor	.	3	.
Chappels, J.	Burton-on-Trent, Ch. Ch.	Burton-on-Trent	.	.	1
Charlton, R.	(Student)	.	.	1	.
Chartres, R.	(Student)	.	.	.	1
Chate, W.	St. Erth	Hayle	.	3	.
Cheadle, R.	Paddington, St. Mary's	London	.	.	3
Christie, A. J.	Windsor	Windsor	.	2	.
Christie, J. A.	Milton Abbott	Tavistock	.	2	.
Clarke, A.	Ringwood	Ringwood	.	.	2
Clegg, J.	Nantwich	Nantwich	.	.	2
Close, G.	Doncaster	Doncaster	3	.	.
Close, J.	Wednesbury, St. Bartholomew's	Wednesbury	.	.	1
Close, R.	Halifax, Cross Hills, St. James'	Halifax	.	.	3
Cockrem, R.	Lenton	Nottingham	.	.	1
Cole, J.	(Student)	.	.	3	.
Collard, E. C.	Cwm Avon	Glamorgan	2	.	.
Collier, J.	Ecclesall	Sheffield	.	.	1
Collins, A. W.	St. Clement Danes, Strand	London	.	.	1
Collinson, T.	Alnwick, Duke of Northum- berland's School.	Alnwick	3	.	.
Collinson, T.	(Student)	.	.	.	1
Connor, F. T.	(Deceased)	.	.	.	1
Coomber, H.	(Student)	.	.	.	1
Coombes, I.	Southampton, St. Mary's	Southampton	.	.	3
Cooper, H.	Preston, Holy Trinity	Preston	.	.	1
Cooper, R.	Skirbeck	Boston	.	.	3
Copeland, H.	Windsor, St. Clement's	Liverpool	.	.	3
Courtney, J.	Bristol, Hannah More's	Bristol	.	.	1
Coverley, S.	Rhuddlan	Rhyl	.	.	2
Cowburn, R.	Witton	Northwich	.	.	3
Cox, A.	Burwash	Hurst Green	.	.	3
Cox, T.	.	.	.	.	2
Coxhead, W. P.	Hampstead, Parochial	London	.	.	2
Crampton, F. R.	St. John's Wood, St. John's	London	3	.	.
Crankshaw, W.	Denton, Ch. Ch.	Manchester	.	.	2
Crispin, J.	Merthyr Tydfil, St. David's	Merthyr Tydfil	.	2	.
Crouch, J.	Goodnestone, Parochial	Wingham	.	.	1
Crow, T.	Bermondsey	Surrey	.	.	1
Crowden, G.	Halesworth	Suffolk	.	.	3
Crowther, J. T.	Leeds, Pudsey Far Town	Yorkshire	.	.	2
Cummings, H.	Derby, Curzon Street	Derby	.	.	2
Curwen, M.	Oswestry	Salop	.	3	.
Dakin, F.	Redbank, St. Thomas'	Manchester	.	.	2
Dalton, C.	Bramby	Leeds	.	.	2
Dare, J.	(Student)	.	.	.	2
Dart, H.	Torquay	Devonshire	.	.	1
Davey, C. M.	Mansfield Woodhouse	Nottinghamshire	.	.	2
Davey, J. W.	.	.	.	.	3
David, W.	.	.	3	.	.
Davies, D.	.	.	.	.	1
Davies, J.	(Student)	.	.	.	2
Davies, T. D.	Dafen Tin Works	Carmarthen	.	.	3
Davies, J. L.	Haverfordwest	Pembroke	.	.	3
Davis, G. J.	Cainscross	Stroud	.	.	1
Davis, J.	Kirkdale, Industrial	Liverpool	.	.	1
Davis, J.	St. Buryan	Cornwall	.	.	1
Dawson, R.	Christleton, Parochial	Chester	.	.	1
Dawson, W.	Archbishop Tenison's, Regent Street.	London	.	.	2
Dawson, W.	Herstmonceux	Hailsham	.	.	3
Day, T. W.	Staines	Middlesex	.	.	2
Daymond, A. C.	Ormskirk, United Charity	Lancashire	.	2	.
Dear, J.	Abbotts Ann	Andover	.	3	.
Dearman, J.	(Student)	.	.	.	3
Denner, J.	Redhill, St. John's	Reigate	.	.	3
Dewhurst, P. N.	Burnley, St. James'	Burnley	.	.	3
Dickinson, R.	Elsdon	Newcastle-on-Tyne	.	.	2
Dickson, J. S.	Dewsbury, Middle	Dewsbury	.	1	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Diggens, A.	Siddington and Capesthorne	Congleton	.	3	.
Diggens, J.	Chelsea, Royal Military Asylum	Middlesex	.	.	1
Diggins, W.	Lilleshall	Newport, Salop	.	.	3
Dixon, G.	Parkhurst, Prison School	Isle of Wight	.	3	.
Dixon, G.			.	.	2
Dixon, S. C.	Cambridge, St. Paul's	Cambridge	.	.	2
Douthwaite, W.	Scampston	York	.	.	1
Dracup, J.	Great Horkesley	Colchester	.	.	2
Drake, W.	Milverton	Wiveliscombe	.	.	1
Draper, I.	Rochester, St. Nicholas'	Rochester	3	.	.
Du Bochet, R.	(Student)		.	3	.
Dungate, T.	Ightham	Wrotham	.	.	3
Durban, C.	Blackheath, Trinity	Kent	.	.	2
Dyer, S.	Wanstead	Essex	.	2	.
Dyson, S.	Swinton, Industrial	Manchester	.	3	.
Dyson, W.	North Cave	York	.	.	2
Earland, H.	Hay	Hay	.	3	.
Eastman, R. M.			.	.	1
Easton, G.	Stepney, St. Thomas'	Stepney	.	1	.
Easton, J.	Southwark, St. George's	Surrey	.	2	.
Easton, W.	Beverley, St. Mary's and St. Nicholas'	Beverley	3	.	.
Eaton, W.	Stourport	Stourport	.	.	3
Eccleston, J.	Halsall	Ormskirk	.	.	3
Edgley, T. C.	Uley, Ch. of Eng.	Dursley	.	2	.
Edmunds, H.	(Student)		.	.	1
Edney, W. H.	Gravesend and Milton Free School.	Gravesend	.	3	.
Eldridge, J.	Aldeburgh	Aldeburgh	.	.	3
Ellis, G.	Trawsfynydd	Trawsfynydd	.	.	2
Ellis, J.	Measham	Derby	.	.	3
Ellis, J.	Buckley, St. Matthew's	Mold	.	1	.
Emerson, R.	Kirk Onchan, Douglas	Isle of Man	.	.	2
Essex, N.	Bridlington, Ch. Ch.	York	.	.	2
Evans, D.	Llandovery	Llandovery	.	.	2
Evans, E.	Barnmouth	Barnmouth	.	.	2
Evans, J.	Ipswich, District	Ipswich	.	3	.
Evans, W.	Llandwrog	Caernarvon	.	.	1
Evers, H.	Northampton, St. Sepulchre's	Northampton	.	1	.
Eyres, R. A.	Wilton	Wilts	.	1	.
Farnham, J. J.	Highgate	London	3	.	.
Ferraby, G. A.	Marston Moretaine	Amphill	.	.	1
Fisher, H.	Burythorpe	Malton	.	.	1
Fisher, W.	Charing	Ashford	.	3	.
Flaxman, S.	South Lynn	Norfolk	.	.	1
Fletcher, J.	Burslem	Staffordshire	.	.	3
Flint, J.	Natl. Society's Central School	Westminster	.	.	2
Floyd, R.	Maidstone, Trinity Model	Maidstone	.	1	.
Folkett, W.	Harrietsham	Kent	.	.	1
Forster, J.	Newcastle-on-Tyne, St. John's	Newcastle-on-Tyne	.	.	1
Forsythe, W.	Chelmsford	Chelmsford	.	.	2
Foster, C.	Huddersfield, Seed Hill, St. Peter's.	Huddersfield	.	3	.
Fowler, J. T.	York and Ripon, Model School	Donnington	3	.	.
Freeman, J.	Speen, Parochial	Berkshire	.	.	2
Frizzle, T.	Guiseley, Endowed	York	.	.	2
Frost, J.	Tewkesbury, Trinity (Infants)	Tewkesbury	.	.	2
Frost, R. J.	Bayswater	London	.	.	2
Fulcher, G.	Bishop's Castle	Bishop's Castle	.	.	3
Gammage, J.	Paddington, St. John's	London	.	.	1
Gane, W.	Boston, N. S.	Lincoln	.	.	2
Gardiner, W.	Bradford, Walkers School	Bradford	.	.	3
Gawn, J. W.	Trowbridge	Wiltshire	.	.	2
Gedge, C.	Brixton	Isle of Wight	.	2	.
Gee, T. M.	St. Mary's, Tothill Fields	Westminster	.	.	2
Gibb, G.	Newcastle-on-Tyne, St. Andrew's	Newcastle-on-Tyne	.	3	.
Gibson, J.	St. Leonard's on Sea	St. Leonard's on Sea	.	.	1
Gill, J.	Cheltenham, Practising College	Cheltenham	.	.	1
Gill, J. W.	Crewe	Crewe	3	.	.
Glanville, J. J.	Stonehouse	Plymouth	.	.	2
Glass, E.	Paddington, All Saints'	Westminster	.	2	.
Glover, H.	Liverpool Corporation North School.	Liverpool	.	.	3
Good, E.	Gordon Square, All Saints'	London	.	3	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Goodall, J.				1	.
Gooding, C.	Upper Chelsea, Trinity	London	.	.	1
Gornall, J.	(Student)		.	.	3
Goulding, G.	Wrawby	Glanford Brigg	.	.	3
Gowthorpe, W.	(Deceased)		.	3	.
Goynne, R. M.	Cardiff, St. Mary's	Cardiff	3	.	.
Graham, J. R.	(Student)		.	.	2
Grange, J.	Walton	Tadcaster	.	.	3
Grant, R.	Whitford (Ch. of Eng.)	Holywell	.	.	2
Grant, W. M.	Burnley	Burnley	.	3	.
Gray, R.	Newbottle, Parochial	Fence Houses	.	.	1
Gray, W. E.	(Student)		.	.	3
Green, C. B.	Pendleton, St. Thomas'	Manchester	.	3	.
Green, J. H.	Cheltenham, Bath Road	Cheltenham	3	.	.
Greenhalgh, H.	(Student)		.	1	.
Greenhow, C.	Uppingham	Rutlandshire	.	.	1
Griffiths, C.	Blandford	Blandford	.	.	3
Griffiths, E.	Dursley	Gloucestershire	.	.	1
Griffiths, R.	Llanfair Talhaiarn	Abergele	.	.	3
Grimsdale, E.	Launton	Bicester	.	.	3
Grumbold, H.	Lewes	Sussex	.	.	3
Gwilliam, S.	North Audley Street, St. Mark's	London	.	.	3
Gyles, E.	Winchester, Diocesan Tg. Sch.	Winchester	2	.	.
Hagger, H. J.	Kirkdale Industrial	Liverpool	.	1	.
Hagger, J.	Kegworth	Derby	.	.	3
Hale, H.	Portsmouth	Portsmouth	.	.	3
Hales, H.	North Surrey, Industrial	Surrey	.	.	3
Hall, G.	Audley, Grammar School	Newcastle-under-Lyne	.	2	.
Hall, J.	Cononley	Skipton	.	2	.
Hallows, J.	Bradford, Stott Hill	Bradford	.	.	2
Halsted, B.	Kings Somborne	Hampshire	.	1	.
Hambling, W. J.	Islington, St. Mary	London	.	1	.
Hammond, W.	Charterhouse, St. Thomas'	London	.	1	.
Hammond, W.	(Student)		.	.	1
Hancock, E.	Oswestry	Shropshire	.	3	.
Hanford, H. M. M.	Southampton, All Saints'	Southampton	.	.	2
Hanley, R.	Brocklesby Park	Lincoln	.	.	2
Hardcastle, J.	York, Diocesan Training Sch.	York	.	2	.
Harding, P. H.	Elham	Canterbury	.	.	2
Hardman, J. T.	Manchester, St. Anne's	Manchester	.	2	.
Hardman, R.	Westminster, St. Anne's	London	.	1	.
Hardy, J. E.	Chester (Model)	Chester	.	1	.
Haresceugh, J.	Kirkstall (Infants)	Leeds	.	.	2
Hargreaves, J.	Cuxton	Rochester	.	.	1
Harker, T.	Birstal	Leeds	.	.	3
Harris, J.	Cannington	Bridgewater	.	.	3
Harris, J.	(Student)		.	.	1
Hartland, W. G.	(Student)		.	.	2
Hartley, F. R.			.	.	1
Hassall, C.	Windsor, Onslow, and Ham- mersley.	Windsor	.	.	1
Haughton, T.	York, Manor School	York	.	3	.
Hawkins, H.	Walmgate	York	3	.	.
Haworth, A.	Prestwold	Loughborough	.	2	.
Haydon, E.	St. Bride's, Major	Bridgend	.	.	3
Hearfield, D.	Elland	Halifax	.	2	.
Hepher, J.	Burnham	Norfolk	.	.	.
Hetherington, J.	Seaham Harbour	Durham	.	.	2
Heywood, E. H.			.	.	2
Heywood, T.	(Student)		.	3	.
Hicks, W.	Clapham, Bowyer School	Surrey	.	.	3
High, J. W.	Winchester Central	Hants	.	2	.
Hill, H.	Mortlake	Surrey	.	.	1
Hind, W. L.	Baldwin's Place, St. John's	London	.	.	1
Hindshaw, W.	Salford, Ch. Ch.	Manchester	.	1	.
Hirst, J. W.	Thurstonland	York	.	3	.
Hirst, M.	Dowlais, Sir J. Guest's School	Merthyr Tydvil	.	.	1
Hobson, H.	Croft	Darlington	.	.	2
Hodges, G. H.	Birmingham, St. Thomas'	Birmingham	3	.	.
Hodgson, W.	Watermillock, Endowed	Penrith	.	.	3
Hodson, J.	Winkfield, School of Industry	Windsor	.	.	3
Holbrey, T. L.	Old Malton	York	.	.	2
Holloway, G.	Kildwick	Skipton	.	.	3
Holmes, G.	Hull, St. Stephen's	Hull	.	3	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Holmes, J.	Tanfield	Chester-le-Street	.	.	3
Holmes, R.	Oakworth	Keighley	.	3	.
Holmes, R. H. H.	Leigh	Rochford	.	1	.
Holmes, W.	(Left England)		.	.	3
Hooper, F. W.	Carlisle, Fawcett, Ch. of Eng. School.	Carlisle	.	.	3
Holt, W. H.			.	2	.
Hope, W.	Sunderland, Gray School	Sunderland	.	3	.
Hopkins, S.	(Student)		.	.	2
Horsfield, J.	Deane	Bolton	.	.	1
Horsman, T.	Chelsea, St. Luke's, Parochial	Chelsea	.	.	2
Hough, S.	(Student)		.	3	.
Hough, T.	(Student)		.	.	1
Houghton, E.	Cockermouth	Cumberland	.	.	3
Houghton, J.	(Australia)		.	3	.
Howarth, W.			.	3	.
Howe, G.	Hadleigh	Essex	.	2	.
Howitt, W.	Camden Town	London	.	.	1
Hughes, C.			.	.	3
Hughes, H.	Morden	Surrey	.	.	3
Hughes, O.	Llanfairfechan	Bangor	.	.	1
Hughlings, J. P.	(Student)		.	.	2
Hulford, H.	Lower Tooting, Ch. of Eng.	Surrey	.	3	.
Hullah, G.	Escrick, Park School	Yorkshire	.	.	3
Humphrey, W.	Bethnal Grn., St. James the Grt.	London	.	3	.
Humphreys, H. W.	Bradford, Ch. Ch.	Wilts	.	.	3
Humphreys, W.	Coley	Halifax	.	.	2
Humphries, D.	Braborne	Kent	.	.	3
Hurst, C. J. B.	(Student)		.	3	.
Hutchinson, J.	(Student)		.	.	3
Hutchinson, J.			.	3	.
Hutchinson, W.	Nuneham Courtney	Oxfordshire	.	3	.
Hyde, H.	Colney	St. Alban's	.	3	.
Ireland, R.			.	.	3
Isaac, A.	Martock	Somersetshire	.	3	.
Ivory, W.	Berriew, Endowed	Montgomery	.	.	1
Izod, T.	(Student)		.	2	.
Jackson, T.	Bridgnorth	Salop	.	.	1
Jameson, T.	Sigglesthorne, Endowed	Hull	.	3	.
Jarmain, G.	Almondbury, Central	Huddersfield	.	2	.
Jeayes, L.	Rugby, Elboro's Charity Sch.	Rugby	.	.	3
Jeffrey, B. J.	Hackney, Parochial	London	.	2	.
Jeffery, W.	Norwich, Model	Norwich	.	1	.
Jenkins, E.	Bedminster	Bristol	.	.	3
Jennings, C.	Maidstone, All Saints'	Maidstone	.	.	1
Jona, H.	Bethnal Green, St. Thomas'	London	.	.	3
Jones, E.	Meliden	St. Asaph	.	3	.
Jones, G.	Brighton, Warwick Street	Brighton	.	.	2
Jones, H.	Tewkesbury	Gloucestershire	.	.	1
Jones, J.	Ellesmere, St. John's, Middle	Ellesmere	.	1	.
Jones, J.	King Cross, St. Paul's	Halifax	.	3	.
Jones, J.	Welshpool	Montgomery	.	.	2
Jones, J.	Wrexham	Denbigh	.	.	3
Jones, T.	Cileen	Mold	.	.	1
Jones, T. O.	Penrith, St. Just-in-	Cornwall	.	.	2
Joyner, H.	Calne	Wiltshire	.	.	1
Joyner, W.			.	.	2
Judd, T.	Bethnal Green, St. Peter's	London	.	3	.
Kemp, H.	Camberwell, Camden Ch.	Surrey	.	.	2
Kendall, J.			.	.	2
Kent, A.	Waltham	Melton Mowbray	.	.	2
Kent, G.	Thornes	Wakefield	.	1	.
Kimber, R.	Painswick	Gloucestershire	.	.	2
King, A. C.	Pimlico, St. Barnabas'	London	.	1	.
Kingham, R.	Great Marlow	Buckinghamshire	.	.	3
Kirkby, J.	Ulverstone	Lancashire	.	.	1
Kitchingham, J.	Wakefield, Trinity	Wakefield	.	.	1
Krinks, W. H.	King's Lynn, St. Margaret's	Norfolk	.	1	.
Lake, G.			.	1	.
Lake, W. J.	Dunchurch, Free School	Warwickshire	.	.	1
Lakin, S.			.	2	.
Lane, J.	(Student)		.	3	.
Lawford, T. H.	Meltham, Ch. School	Huddersfield	.	3	.
Leaver, J. W.	Woolwich	Kent	.	.	1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Lee, G.	Barnwell	Oundle	.	.	2
Lees, S. S.	Liverpool, Toxteth Park, St. Thomas.	Lancashire	.	2	.
Leete, F.	Harrow	Harrow	.	.	1
Lewin, W.	Peel, Mathematical School	Isle of Man	.	.	1
Lewis, J.	Holyhead	Anglesey	.	3	.
Lewis, W.	Llandeusan	Anglesey	.	.	2
Liddiard, W. J.	Kesgrave	Woodbridge	.	3	.
Lidgate, R.	Southwark, St. Mary's	Surrey	.	.	1
Lindley, J.	Wadworth	York	.	.	3
Lister, M.	Berwick-on-Tweed, Charity Sch.	Northumberland	3	.	2
Lloyd, G.	Sutton Waldron	Shaftesbury	.	.	3
Loam, J.	Tavistock	Devonshire	.	.	3
Lomax, J. J.	.	.	3	.	.
Long, J. A.	Narberth	Pembroke	.	3	.
Lord, S. W.	Bollington	Macclesfield	.	.	1
Lowe, R. F.	Hornsey	London	.	.	2
Lowres, J.	Bethnal Green, St. Bartholomew	London	.	2	.
Lowris, J.	Burbage	Hinckley	.	.	3
Lucas, W.	Westminster National Society's Central.	London	.	3	.
Lugg, J.	(Student)	.	.	.	1
Lumby, J. R.	Meanwood	Yorkshire	.	3	.
Lyle, G.	Pitsmoor	Sheffield	.	.	3
Lynch, W.	Peckham	London	.	.	3
Lyne, H.	York, Micklegate	York	.	.	3
Lyne, J. H.	Leeds, St. George's	Leeds	.	.	2
Macfarland, J.	Petersfield	Hants	.	.	3
Macleod, J.	Waddesdon	Aylesbury	.	.	2
M'Donald, W.	Shirley	Warwickshire	.	.	3
M'Queen, J.	Brampton	Cumberland	.	2	.
Malcolmson, J.	(Student)	.	.	.	1
Malcolmson, J.	(Student)	.	.	.	3
Manning, W. B.	(Ordained)	.	.	.	3
Mantle, W. J.	Eastbourne	Sussex	.	3	.
Manton, G. E.	.	.	.	3	.
Marcus, F.	Bromsgrove	Worcestershire	.	.	1
Marks, E. N.	.	.	.	.	3
Marriott, J. W.	Bloomsbury, St. George's	London	.	1	.
Marrison, T. R.	Baldwin's Gardens	Middlesex	.	3	.
Marshall, W.	Skipton	Yorkshire	.	3	.
Martyn, G.	St. Giles in the Fields	London	.	.	2
Mason, W.	Winchester, St. Michael's	Winchester	.	3	.
Mason, W. G.	.	.	.	.	3
Mathias, R.	Tenby	Pembroke	.	.	1
Matthews, G.	(Student)	.	.	.	1
Mayer, J.	Derby, Trinity School	Derby	.	.	1
Maynard, J.	(Ordained)	.	.	.	3
Mayne, J. P.	(Ordained)	.	3	.	.
Merchant, G.	Snenton	Nottinghamshire	3	.	.
Merriman, J.	(Student)	.	.	3	.
Miller, W.	Kingsbridge and Dodbrooke	Devonshire	.	2	.
Mills, H. J.	South Lambeth, St. Barnabas'	London	.	3	.
Mills, C. L.	West Malling	Kent	.	.	2
Millward, W.	(Student)	.	.	.	2
Mitchell, W.	Swansea	Glamorganshire	.	.	2
Monday, W.	Bermondsey, Star Corner	London	.	.	3
Mouro, H. L.	Newton Nottage	Bridgend	.	.	3
Moore, T.	Stepney, Trinity	London	.	3	.
Morgan, C.	.	.	.	2	.
Morris, R.	Norton-on-the-Moors	Newcastle-under-Lyme	.	.	2
Mortimore, H.	Lichfield, St. Mary's	Lichfield	.	2	.
Morton, J.	Roecliffe	Boroughbridge	.	.	2
Moss, W.	Manchester, All Souls'	Manchester	.	.	3
Moulton, I.	Doncaster, Ch. Ch.	Doncaster	.	.	2
Moyse, H. O.	Cheltenham, Trinity	Cheltenham	3	.	.
Murphy, J. L.	Malpas	Chester	.	.	1
Murray, A.	Sheffield, St. Mary's	Sheffield	.	1	.
Nall, J.	Taxall and Furnilie	Cheshire	.	.	3
Nash, J.	Mitcham	Surrey	.	3	.
Newton, C.	(Student)	.	.	3	.
Newton, F.	Leeds, St. James'	Leeds	.	.	2
Newton, R.	Swansea	Glamorganshire	3	.	.
Nibbs, J. S.	.	.	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Nicholls, H.	-	-	.	2	.
Nicholson, J.	Dorchester	Dorsetshire	.	.	3
Nield, B.	Dukinfield, St. John's	Cheshire	.	.	1
Nield, J.	Manchester, Cathedral Sch.	Manchester	.	.	1
Nixon, A.	Whitstable and Seasalter Charity.	Whitstable	.	1	.
Normandale, M.	West Tanfield	York	.	3	.
Norris, W. S.	Horbury	Wakefield	.	1	.
O'Donnell, H.	(Student)	-	.	.	3
Oke, S.	Illogan	Redruth	.	2	.
Oliff, G. W.	Grantham	Lincoln	.	.	3
Oliver, G.	Wisbeach, St. Peter's	Wisbeach	.	.	1
Oliver, J.	Brampton	Shropshire	.	.	3
Orford, G.	Boxley	Maidstone	.	.	3
Owers, C.	Springfield	Chelmsford	.	.	1
Packett, J. W.	Newport, Dock Street, Middle School.	Newport	.	3	.
Page, H.	Newcastle-on-Tyne, St. Thomas	Newcastle-on-Tyne	.	3	.
Palmer, E.	Hythe	Kent	.	3	.
Parkin, W.	Convict School	Isle of Portland	.	.	2
Parkinson, R.	Cheetham Hill, St. Mark's	Manchester	.	.	1
Parkinson, R.	Everton, St. George's	Liverpool	.	.	2
Parsons, A.	Chelsea, Royal Military Col.	London	.	.	3
Passingham, W.	Portsea, All Saints'	Portsea	3	.	.
Payne, W.	(Student)	-	.	.	3
Peach, J.	Paulton	Bristol	.	.	2
Peachy, G.	Macclesfield, Old Ch.	Macclesfield	.	.	1
Pearson, W.	Leeds, St. Peter's	Leeds	.	.	3
Percival, J.	Abbott's Langley	Hertfordshire	.	.	1
Percy, J.	Knighton	Salop	.	.	2
Pereira, J.	Westminster, St. James, Offer- tory School.	London	.	.	1
Perkins, G.	Hathern, Ch. of Eng.	Leicester	.	.	3
Phillips, C. H.	Stapleton, Dr. Bell's	Bristol	.	.	1
Phillips, J. C.	Low Harrogate, St. Mary's	Harrogate	.	.	2
Phillips, J. J.	Mildenhall, Parochial	Suffolk	.	.	1
Phillips, R.	Norton, St. Philip's	Bath	.	2	.
Phillips, W. A.	(Student)	-	.	.	3
Pickard, J.	Measham	Atherstone	.	.	1
Pincott, J.	Chepstow	Monmouth	.	.	3
Pinder, H.	London, St. Sepulchre's	London	.	.	3
Pinder, T. R.	Exeter, Episcopal Charity	Exeter	.	2	.
Pinder, W.	Foxdale	Isle of Man	.	1	.
Pink, R.	-	-	3	.	.
Pleace, J.	(Student)	-	.	.	2
Pollard, J.	Chester, Ch. Ch.	Chester	.	.	1
Ponsford, W.	Marylebone, St. Andrew's, Choristers' School.	London	.	.	1
Poore, E.	Cranley	Godalming	.	.	3
Pope, C.	Stockport, Grammar School	Cheshire	.	.	1
Porter, J.	(Student)	-	.	3	.
Preston, J. E.	(Deceased)	-	.	.	3
Pridham, J.	St. Ewe	St. Austell	.	.	1
Priestley, W.	Earls Heaton	Dewsbury	.	.	2
Pringle, J. W.	(Deceased)	-	2	.	.
Probert, J.	West Bromwich, Trinity	Westbromwich	.	.	3
Pullen, M.	Liverpool, St. Bartholomew's	Liverpool	.	.	1
Putterill, W.	Chelsea, Park Chapel	London	.	.	2
Racine, J.	Surbiton	Kingston	.	.	3
Randall, J.	Westminster, St. James'	London	.	3	.
Rathbone, J. T.	Carrington, Earl Stamford's School.	Cheshire	.	.	2
Rawson, J.	Stony Middleton	Bakewell	.	.	2
Read, W.	Devonport, St. James'	Devonport	.	2	.
Reeks, E.	Guernsey, St. Peter's Port, St. John's.	Guernsey	.	.	3
Reid, J.	Bilston, St. Mary's	Bilston	.	.	3
Reid, J.	Plaistow	Essex	.	3	.
Renwick, J. S.	-	-	.	.	1
Restell, J. P.	Westminster, St. Stephen's	London	.	.	1
Reynard, J.	Tamworth, Sir Robert Peel's	Tamworth	.	.	2
Reynolds, S.	(Student)	-	.	.	1
Riby, A. J.	Hull, Christ Church	Hull	.	.	2
Rice, G. T.	-	-	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Rickard, T.	Withyham, St. Michael's	Tunbridge Wells	.	.	3
Rider, H.	Kidsgrove, Ch. of Eng.	Newcastle (Staff)	.	3	.
Righton, W.	Ripley	Alfreton	.	3	.
Roach, C.	Shirland	Alfreton	.	.	3
Roberts, J.	Wadworth	Doncaster	.	.	3
Roberts, J. E.	Lancaster, St. Thomas'	Lancaster	.	.	3
Roberts, R.	Kendal	Kendal	.	.	3
Roberts, R.	Castle Caereinion	Montgomery	.	1	.
Robinson, E.	Birkenhead, St. John's	Birkenhead	.	2	.
Robinson, G.	Devon and Exeter Central	Devonshire	.	3	.
Robinson, J. J.	(Student)	.	.	2	.
Roe, G.	Wareham	Dorsetshire	.	3	.
Rogers, G.	Cheltenham, Central (Infants) School.	Cheltenham	.	.	1
Rome, J. T.	(Student)	.	2	.	.
Rood, J. E.	(Student)	.	.	.	3
Rookwood, R.	St. George-in-the-East, Ch. Ch.	London	.	.	3
Rossiter, T.	(Student)	.	.	2	.
Row, W.	.	.	.	2	.
Rowbottom, F.	.	.	.	3	.
Rowlands, D.	(Student)	.	.	.	3
Rowlatt, J.	Evercreech	Shepton Mallett	.	.	1
Royds, J.	Belfield (Messrs. Benecke's School).	Belfield	.	.	2
Russell, J.	Walsall	Walsall	.	.	3
Rutter, J. M.	Bolton-le-Moors, Trinity	Bolton	.	.	2
Ryan, J.	Chesterfield Union	Chesterfield	.	.	1
Ryder, W.	Derby, All Saints'	Derby	.	.	3
Salkeld, T.	Barbadoes	.	.	.	1
Saunders, R. E.	Desborough	Kettering	.	.	3
Schofield, W.	Huddersfield, St. Paul's	Huddersfield	.	.	2
Scott, G.	(Student)	.	.	.	3
Scott, T. E.	Pocklington	Yorkshire	.	3	.
Scott, W.	(Student)	.	.	.	2
Seddon, J.	(Student)	.	.	.	2
Self, J.	West Ham	Essex	.	3	.
Sellick, E.	(Student)	.	.	.	3
Sharman, A.	Stanley, St. Peter's	Wakefield	.	.	2
Sharrat, W.	Salford, Model School	Manchester	.	.	3
Sheard, T.	(Cape of Good Hope)	.	.	.	3
Silversides, C.	Roos	Hull	.	.	2
Simco, W.	Lacock	Chippenham	.	.	3
Simmonds, H.	Tottenham	Tottenham	.	.	1
Simpson, B.	Northampton, All Saints'	Northampton	3	.	.
Skeet, W.	Tothill Fields, St. Mary's	Westminster	.	3	.
Sluter, J.	Dudley, St. Edmund's	Dudley	.	.	3
Smart, J.	Gargrave	Skipton	.	.	3
Smith, C. H.	.	.	.	.	3
Smith, G.	.	.	.	.	1
Smith, H.	Leiston near Saxmundham	Suffolk	.	.	3
Smith, J.	St. Bees College	Cumberland	.	2	.
Smith, J. L.	York, Bilton Street, St. Cuth- bert's.	York	.	.	3
Smith, T.	Goole	Yorkshire	.	.	3
Snape, J.	Liverpool, St. Mary's, Edge Hill.	Liverpool	.	.	3
Southwick, R.	Great Wansford	Driffield	.	.	3
Sowler, J. H.	Melbourne	Derbyshire	.	.	2
Sparrow, W. C.	Knowsley	Prescot	2	.	.
Spencer, C.	Worcester, St. John's	Worcester	.	.	3
Spencer, E.	Leeds, St. Saviour's	Leeds	.	.	3
Spencer, J.	(Student)	.	.	.	1
Spink, J.	(Student)	.	.	2	.
Spooner, W.	Rugeley	Staffordshire	.	.	3
Staddon, T.	Camberwell, Green Coat	Surrey	.	.	1
Stainbank, J.	(Student)	.	.	.	3
Stanton, J.	Leicester, Ch. Ch.	Leicester	.	3	.
Stanwick, J.	Gilling	Richmond (Yorks.)	.	.	3
Startup, O. A.	Radcliffe Hall	Manchester	.	.	3
Stephens, E.	Bishops Waltham	Hampshire	.	.	3
Stephens, W.	Hagley (Lord Lyttelton's Sch.)	Stourbridge	.	.	1
Sterndall, J.	Wellow	Romsey	.	.	3
Stevenson, D.	Worcester, St. Peter's	Worcester	.	.	3
Stollard, J.	Ipstones, Agricultural	Leek (Staffs.)	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Storey, L.	Northallerton	Yorkshire	.	.	1
Sullivan, J.	Durham, Blue Coat	Durham	.	2	.
Sutcliffe, J.	Cheltenham, St. Paul's	Cheltenham	.	1	.
Sykes, J.			.	1	.
Taylor, E.	Wragby	Wakefield	.	.	3
Taylor, W.	Camberwell, Ch. Ch.	Surry	.	.	2
Taylor, W.	Melton Mowbray, Free School	Melton Mowbray	.	.	2
Tearle, E.	Gainsborough	Lincolnshire	.	.	1
Terry, H.	Westbourne	Emsworth	.	.	2
Thackeray, J.	Leeds, St. Paul's	Leeds	.	.	3
Thomas, D.	(Deceased)		.	.	1
Thomas, G.	Pyle, Bryndu Colliery	Bridgend	.	3	.
Thomas, G. H.	Pen-y-parke	Aberystwith	.	.	2
Thomas, J.	Abergwili	Caermarthen	.	.	1
Thomas, J.	Cardigan	Cardigan	.	.	1
Thomas, J.	Uzmaston-cum-Boulston	Haverfordwest	.	.	1
Thomas, O. P.	Pwllheli	Carnarvon	.	.	2
Thomas, T.	Solva	Whitchurch	.	.	3
Thomas, W. M.	Rougham	Norfolk	.	.	3
Thomas, W. M.	Conway	Caernarvon	.	2	.
Thorn, F.	(Student)		.	.	1
Thorndick, J.			.	.	3
Thorpe, G.	Preston, Holy Trinity	Lancashire	.	2	.
Thurlow, R.	Nottingham, Trinity, Ch. Ch.	Nottingham	.	.	1
Tinker, G.	Leeds, Little London, St. Matthew's.	Leeds	.	.	3
Tomlison, J.	Tamworth, N. S.	Staffordshire	.	.	2
Topple, A. M.	Bradford, Manchester Road	Yorkshire	3	.	.
Townsend, T.	Donnington Wood, Newport	Salop	.	.	3
Tregarthen, W. F.	Gloucester, St. James'	Gloucester	.	.	1
Tregenza, J. L.	Trevenson Pool	Redruth	.	.	1
Trigg, J.	Brighton, Central	Brighton	.	3	.
Trinder, W. H.	Bristol, St. Michael's	Bristol	.	2	.
Trott, T.	Rugby, Parochial School	Warwickshire	.	.	2
Truelove, H.	Accrington, Ch. Ch.	Lancashire	.	.	2
Tucker, G. H.	Ryde	Isle of Wight	.	3	.
Turner, G.	Brailsford	Derby	.	.	3
Turner, H.	Ruthin	Ruthin	.	1	.
Varley, R.	Aigburth	Liverpool	.	.	3
Vaughan, J.	Wrockwardine	Wellington	.	.	1
Vaughan, W.	Westminster, Ch. Ch.	London	.	.	2
Veal, J.	Ramsgate, Ch. Ch.	Ramsgate	.	.	2
Veness, W. T.			.	.	1
Vernon, G.	Bristol, St. Paul's	Bristol	.	.	3
Verrall, A.	Hurstpierpoint	Sussex	.	.	3
Vial, W. S.	Great Chesterford	Saffron Walden	.	.	2
Vie, T. H.	Ashford	Kent	.	.	2
Wade, G.	Astbury	Congleton	.	1	.
Wade, W.	Kingswinford, St. Mary's	Dudley	.	2	.
Wadsworth, J.			.	3	.
Wakeley, W.	Marlborough, St. Peter's	Marlborough	.	2	.
Walker, E.	Crewkerne	Somersetshire	.	.	3
Wallis, T.	Sowerby	Thirsk	.	.	3
Walton, J.	Stretton	Warrington	.	.	3
Ward, J.	Rotherham	Yorkshire	.	.	1
Warren, R.	(Deceased)		.	3	.
Warriner, J.	(Student)		.	3	.
Watts, J. S.	Saint Mary, St. Mary's	Isle of Scilly	.	.	3
Weatherill, H.	Sledmore near Malton	Yorkshire	.	3	.
Webber, J.	(Student)		.	.	1
Weddle, C. A.	Wargrave	Warrington	.	2	.
Weller, E.	Laceby	Great Grimsby	.	.	3
Welch, H. W.			.	3	.
Wescot, H.	Preston, St. Paul's	Preston	.	.	3
West, R.	Higham	Rochester	.	.	2
Westbrook, R.	East St. Pancras	London	.	.	3
Whitaker, J.	Salterthwaite and Rusland	Milnthorpe	.	.	3
White, W.	Stepney, Trinity	London	.	3	2
Whiting, F.	Cubington	Warwickshire	.	.	.
Wild, J.	(Student)		.	3	.
Wilkins, J.	South Molton	Devonshire	.	1	.
Wilkins, J.	(Student)		.	1	2
Wilkins, N. S.	Stepney, St. Peter's	London	.	.	.
Wilkins, S.	Charlesworth	Glossop	.	1	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Wilkins, T.	Cheltenham, Ch. Ch.	Cheltenham	.	2	.
Wilkins, T.	Bushbury	Wolverhampton	.	1	3
Wilkins, W.	(Left England)		.	.	1
Wilkinson, J.	Ashton in Makerfield	Warrington	.	.	.
Wilkinson, J.	(Student)		.	3	.
Wilkinson, T. P.	Woodhouse	Huddersfield	.	.	3
Willett, C.	Hulme, Holy Trinity Church	Manchester	.	3	.
Williams, G.	Salisbury, St. Martin's	Salisbury	.	.	1
Williams, J.	Denbigh	Denbigh	.	3	.
Williams, J.	Llanrwst	Llanrwst	.	.	1
Williams, J.	Dringhouses, St. Edward's	York	.	.	1
Williams, T.	Newport-on-Usk	Mommouth	.	1	.
Williams, R. O.	Dolgellau	Merioneth	.	.	3
Wilson, B.	Wadsley	Sheffield	.	.	3
Winter, J.	Huddersfield, Longroyd Bridge	Huddersfield	.	.	3
Winter, T.	Douglas, Athol Street	Isle of Man	.	.	3
With, G.	Hereford, Blue Coat	Hereford	.	2	.
Witter, J.	Chester Model School	Chester	.	.	3
Wolstenholme, T.	Heywood, St. Luke's	Bury, Lancashire	.	.	2
Wood, B.	West Firle	Lewes	.	.	1
Wood, F.	Hyde, St. Bartholomew's	Winchester	.	3	.
Wood, H.	Habergham, All Saints'	Accrington	.	.	1
Wood, J.	(Student)		.	.	3
Wood, R. H.	Richmond	Yorks.	.	.	3
Woodcock, H.			.	.	2
Wooder, J.			.	.	3
Woof, W.	Swinton, Industrial School	Manchester	.	.	3
Woollard, G. C.	Thorney Abbey	Peterborough	.	3	.
Woolley, J.	Ancoats, St. Andrew's	Manchester	.	.	2
Woolley, J. A.	(Student)		.	.	1
Worsnop, T.			.	.	3
Worthington, T.			.	.	3
Wrigley, J.	Rochdale	Rochdale	.	.	1
Wykes, J.			.	.	2
Wynne, E.	Liverpool, Ch. Ch.	Liverpool	.	2	.
Young, J.	Houghton-le-Spring	Fence Houses	.	.	1

MASTERS OF BRITISH, WESLEYAN, and other PROTESTANT SCHOOLS, *not* in connexion with the CHURCH OF ENGLAND.

Anty, W.	Winterton, Wes.	Lincoln	.	.	3
Arundle, A.	St. Neot's, Wes.	Huntingdonshire	.	.	1
Ball, T. D.	Hull, Holderness Ward, B. S.	Hull	.	.	3
Bartlett, G. W.	Darlington, B. S.	Darlington	.	.	3
Barville, G.	Sheriff Hutton, Wes.	York	.	.	3
Bedford, J.	Goole, Wes.	Yorkshire	.	.	3
Bell, R.	Milford, B. S.	Duffield	.	.	3
Bell, T. E.	South Myton, Wes.	Hull	.	3	.
Bensa, L. G.			.	.	1
Bettany, G.	Penzance, Wes.	Cornwall	.	.	2
Bithell, R.	Brighton Royal, B. S.	Brighton	.	2	.
Boughey, J.	Mayfield, B. S.	Manchester	.	.	1
Boyns, R.	Dunster, Wes.	Somersetshire	.	.	1
Brewtnall, E.	Warrington, B. S.	Warrington	.	3	.
Brooks, H.	Holmfirth, Wes.	Huddersfield	.	.	2
Brooks, W. J.	Leeds, Darley Street, Wes.	Leeds	.	.	1
Brown, R.	Manchester, Cheetham Hill, B. S.	Manchester	.	.	3
Brown, T. P.	Radnor Street, Wes.	London	.	.	1
Burrows, R. L.	Bodmin, Wes.	Cornwall	.	.	2
Champness, J. E.	(Student)		.	2	.
Childs, E.	Dublin, Model	Dublin	.	1	.
Clarke, T.	Belper, Wes.	Belper	.	3	.
Cock, J.	St. Ives	Huntingdon	.	1	.
Corne, R.	Falmouth, B. S.	Falmouth	.	.	2
Crampton, T.	Brentford, B. S.	Brentford	.	3	.
Cromwell, J.			.	.	1
Cross, C. J.	Bristol, Lewin's Mead, B. S.	Bristol	.	2	.
Cuffe, A. M.	Manchester, Argyle St., B. S.	Manchester	.	.	1
Curtis, J.	Manchester, Low Moseley St., B. S.	Manchester	.	.	2
Curtis, J. C.	Stockport, B. S.	Stockport	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Davies, E.	Truro, B. S.	Truro	.	.	3
Davis, W.	Staleybridge, B. S.	Ashton-under-Lyne	.	1	.
Dawson, S.	Droylesden, B. S.	Manchester	.	.	3
Ditchfield, J.	Patricroft, Mechanics' Institut.	Manchester	.	.	1
Dixon, W.	Stockport, New Mills, Wes.	Stockport	.	.	3
Drodge, J.			.	.	3
Dunstan, J. H.	Guildford, Bury Fields, Wes.	Guildford	.	.	3
Edmunds, J.	Bangor, B. S.	Bangor	.	3	.
Edwards, J.	Salford, Scotch Pres.	Lancashire	.	.	2
Ellis, E.	Denbigh, B. S.	Denbigh	.	.	3
Emery, G.	Maesteg, B. S.	Glamorgan	.	.	3
Evans, D.	Holyhead, B. S.	Holyhead	.	.	2
Farncombe, W.	Staplecross, Wes.	Hurst Green	.	.	1
Farey, S.	Skipton, B. S.	Skipton	.	.	3
Foster, J. S.	Louth, B. S.	Louth	.	1	.
Francis, W.	Geldestone, B. S.	Beccles	.	.	2
Fraser, D.	Jarrow Chemical Company's School.	South Shields	.	2	.
Fry, A.	Sheffield Park, Wes.	Sheffield	.	2	.
George, W.	Liverpool, Suggall St., B. S.	Liverpool	.	3	.
Gibson, W.			.	.	2
Gordon, J.	Carlisle, B. S.	Cumberland	.	.	3
Goulden, W.	Oldham, B. S.	Oldham	.	.	3
Gover, T.	Limehouse, Wes.	Limehouse	.	2	.
Greening, A.	Bristol, Friends Day School	Bristol	.	2	.
Grier, T.	Cheltenham, Bethesda, Wes.	Gloucester	.	1	.
Hacking, J.	Bury, Clerke St., Wes.	Bury	.	.	3
Hall, J.	West Bromwich, Wes.	West Bromwich	.	.	2
Hanwell, W.	Rusholme Road, Wes.	Manchester	.	2	.
Harrup, G.	Hitchin, B. S.	Hitchin	.	2	.
Hawkins, J.	Mortlake, B. S.	Mortlake	.	1	.
Hepworth, J.	Leicester, Great Meeting	Leicester	.	.	2
Hill, T.	Kendal, B. S.	Kendal	.	2	.
Hirst, W.	Southwark Chapel, Wes.	Surrey	.	.	3
Hodges, A.	Old Dalby, B. S.	Yorkshire	.	.	3
Holloway, W.	Barton-on-Humber, Wes.	Lincoln	.	.	2
Holton, J.	Lincoln, Wes.	Lincoln	.	.	3
Houlson, G.	Bristol, Lewin's Mead (Infants)	Bristol	.	.	3
Hurworth, R.	Penrith, Wes.	Penrith	.	.	3
Johnson, T.	Holmhead, B. S.	Carlisle	.	.	3
Jones, A.	Cripplegate, Chapel St. Domes- tic Missionary.	London	.	.	2
Jones, E.	Blaina and Cwm Celyn, B. S.	Abergavenny	.	3	.
Kevern, W.	Tewkesbury, B. S.	Gloucestershire	.	.	2
Kimm, W.	Waddesdon, B. S.	Aylesbury	.	3	.
Kinton, J. L.	Westminster, Wes. Training S.	London	3	.	.
Knox, J.	Withnell Mill, Wes.	Chorley, Lancashire	.	.	2
Langier, J. R.	Westminster, Wes. Training S.	London	.	1	.
Langton, J.	Borough Road, B. S.	London	.	1	.
Lane, J.	Maryport, B. S.	Maryport	.	.	1
Lewis, A.	Penal and Towyn, B. S.	Towyn	.	.	2
Lewis, R.	Liverpool, Hibernian B. S.	Liverpool	3	.	.
Lloyd, A.	Royston, B. S.	Herts	.	2	.
Mackay, R.	South Shields, B. S.	Durham	3	.	.
Mathwin, H.	Preston, Wes.	Preston	.	3	.
Mavor, J.	North Shields, Pres.	Newcastle	.	.	2
Moore, H. J.	Cheltenham, B. S.	Cheltenham	.	.	2
Morton, R.	Huddersfield College, Lower S.	Huddersfield	.	.	2
Mumford, J.	Thatcham, B. S.	Newbury	.	.	1
Norman, E.	South Molton, Wes.	Devonshire	.	.	1
Norton, S.	Gloucester, B. S.	Gloucestershire	.	3	.
Oakley, H.	Barnard Castle, Wes.	Durham	.	.	2
Osborn, G.	Selby, Wes.	Yorkshire	.	.	1
Osborne, J.	Beechwood, B. S.	Southampton	.	.	3
Osborne, W.	York, Albion Street, Wes.	Yorkshire	.	3	.
Page, J.	Lincoln's Inn Fields, Great Queen Street, Wes.	London	.	3	.
Palmer, J.	Rugby, Wes.	Rugby	.	.	3
Peachey, J.	Ipswich, Wes.	Ipswich	.	3	.
Pearson, J.	Liskeard, B. S.	Liskeard	.	.	3
Pickard, J.	Salford, Broughton Road, Wes.	Manchester	.	3	.
Pigott, T.	Doncaster, B. S.	Doncaster	.	1	.
Porter, J.	Sherston, B. S.	Malmesbury	.	.	3
Radburn, T. C.	(Student)		.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Read, W. D.	Gravesend, Wes.	Gravesend	.	.	2
Read, T.	Downton, B. S.	Salisbury	.	.	1
Revell, G.	Caermarthen Lancasterian	Caermarthen	.	.	2
Reynolds, J. F.	(Student)		.	1	.
Richardson, G.	Thirsk, B. S.	Thirsk	.	.	1
Rogerson, J.	Brooksbottom, Wes.	Lancashire	.	.	3
Ross, R.	Lambeth Chapel, Wes.	Surrey	.	2	.
Rowe, J.	Gainsborough, B. S.	Gainsborough	.	.	3
Saville, W.	Clavering, B. S.		.	3	.
Seaton, A.	South Shields, Union School	South Shields	.	.	3
Selden, G.	Hurst, B. S.	Ashton-under-Lyne	.	1	.
Shelley, E.	Bilston, Middlesfield Lane, Wes.	Bilston	.	.	1
Sheppard, S. S.	Bramley, Wes.	Leeds	.	3	.
Short, J.	(Student)		.	.	3
Shrop, J.	Evesham, B. S.	Evesham	.	.	3
Sinzininex, J.	Teau, B. S.	Utttoxeter	.	.	3
Sirett, T.	Sowerby Bridge, Wes.	Halifax	.	.	3
Snell, J.	Biggleswade, B. S.	Biggleswade	.	.	2
Spencer, W.	Beverley, Wes.	Beverley	.	.	1
Stewart, C.	Alton, B. S.	Hants	3	.	.
Stockley, H. C.	Borough Road, B. & F. S. S.	London	.	1	.
Taaffe, C.	Harrington, B. S.	Liverpool	.	2	.
Thies, J.	(Student)		.	.	1
Thomas, G.	Eagley Mills, B. S.	Lancashire	.	2	.
Thomas, J. M.	Radcliffe Close, Wes.	Bury	.	.	1
Trice, W.	Cardiff, Wes.	Cardiff	.	1	.
Vasey, J.	High Green, B. S.	Sheffield	.	2	.
Vickery, G.	Manchester, Rooden Lane, B.S.	Manchester	.	.	1
Wainwright, S.	West Bromwich Hill Top, Wes.	Staffordshire	.	.	1
Waland, J.	Helstone, Wes.	Helstone	.	1	.
Wallis, J.	Exeter, Mint Lane, Wes.	Exeter	.	.	1
Walter, C.	North London, B. S., Calthorpe Street, Gray's Inn Road.	London	.	.	3
Wase, G.	Camberwell, Leipsic Road, B.S.	Surrey	.	.	2
Webster, E.	Boston, Wes.	Boston	.	.	2
West, E. J.	Wesminster, Wes. Training S.	London	.	1	.
Williams, D.	Llanelly, Copper Works, B. S.	Caernarvon	.	3	.
Williams, J. M.	York, St. George's, Wes.	York	.	1	.
Williams, O.	Lixwm, B. S.	Flintshire	.	3	.
Woods, R.	Liverpool, Jordan Street, Wes.	Liverpool	.	.	3
Wooldridge, S.	Lowbourne, B. S.	Melksham	.	.	3

MASTERS OF ROMAN CATHOLIC SCHOOLS.

Adams, O.	Liverpool, St. Hilda, R. C. S.	Lancashire	.	1	.
Barnwell, W.	Clapham, St. Mary, R. C. S.	Surrey	3	.	.
Buckley, D.	Newcastle-on-Tyne, St. Andrew, R. C. S.	Newcastle-on-Tyne	.	1	.
Cantopher, W. E.	Birmingham, St. Peter, R.C.S.	Birmingham	3	.	.
Chapman, G.	Alton, St. John, R. C. S.	Cheadle	.	2	.
Chapman, T.	Durham, St. Cuthbert, R. C. S.	Durham	.	3	.
Crotty, T.	Macclesfield, R. C. S.	Cheshire	.	.	3
Dineen, J.	Liverpool, St. Mary, R. C. S.	Lancashire	.	3	.
Donlevy, J.	Edinbro', St. Andrew, R. C. S.	Edinburgh	.	.	1
Dorothy, N.	Hammersmith, St. Mary, R.C.S.	Middlesex	.	3	.
Edge, M.	America		.	.	1
Fitzgerald, J.	Hampstead, R. C. S.	Middlesex	.	.	1
Flockheart, J.	Preston, St. Wilfred, R. C. S.	Lancashire	.	3	.
Halifax, T. E.	Bromsgrove, Park Place, R.C.S.	Bromsgrove	2	.	.
Hegarty, D.	Poplar, R. C. S.	London	.	.	2
Henlock, W.	Allerton Mauleverer, R. C. S.	Green Hammerton, York.	.	.	2
Henry, M.	Blackburn, St. Alban, R. C. S.	Blackburn	.	.	1
Jennings, G.	Leamington, St. Peter, R.C.S.	Leamington	.	1	.
Joslin, T.	Cheadle, St. Giles, R. C. S.	Cheadle	.	.	2
Kean, J.	Houghton-le-Spring, R. C. S.	Fence Houses	.	.	3
Kean, T.	Lancaster, R. C. S.	Lancaster	.	1	.
Keenan, H.	Rainhill, R. C. S.	Prescot	.	3	.
Kernan, P.	Nottingham, St. Barnabas, R. C. S.	Nottingham	.	2	.
Leaham, P.	Bolton, St. Peter and St. Paul, R. C. S.	Lancashire	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Lowry, J.	Wigan, St. Mary, R. C. S.	Lancashire	.	1	.
Macauliffe, J. F.	Birmingham, Alcester Street, R. C. S.	Warwickshire	.	.	2
M'Carthy, C.	Fulham, R. C. S.	Middlesex	.	3	.
M'Carthy, D. C.	Sheffield, R. C. S.	Yorkshire	.	3	.
M'Cubby, W.	Middleton, R. C. S.	Salop	.	.	3
M'Curdy, J.	Manchester, St. Chad, R. C. S.	Manchester	.	1	.
M'Kenzie, T.	Darlington, St. Augustine, R. C. S.	Darlington	.	2	.
M'Namara, J.	Moorfields, R. C. S.	London	.	.	3
M'Swiney, J.	.	.	3	.	.
O'Connor, H. F.	Barnsley, Holy Rood, R. C. S.	Yorkshire	.	2	.
O'Sullivan, G.	St. John's Wood, R. C. S.	London	3	.	.
O'Sullivan, D.	Preston, Fox Street, R. C. S.	Lancashire	.	2	.
Petit, P.	Wolverhampton, St. Patrick and St. George, R. C. S.	Wolverhampton	.	.	1
Spencer, S.	.	.	.	.	3
Skippins, S.	Broughton, R. C. S.	Skipton	.	.	2
Traynor, M. C.	North Shields, R. C. S.	Newcastle-upon-Tyne	.	.	3

SCOTLAND.

MASTERS OF SCHOOLS IN SCOTLAND, in connexion with the ESTABLISHED CHURCH; and
STUDENTS in the EDINBURGH and GLASGOW TRAINING SCHOOLS.

Adam, J.	(Student, Edinburgh)	.	.	.	2
Aiton, W.	East Kilbride, P. S.	Lanarkshire	.	.	2
Arthur, W.	(Student)	.	.	.	1
Baikie, B.	(Student, Edinburgh)	.	.	.	1
Bain, A.	Stobhill, G. A. S.	Edinburgh	.	.	3
Banks, J.	North Knapdale, Parochial	Lochgilphead	.	.	3
Bell, W.	Galston, S.	.	.	.	1
Blacklock, J.	Gartsherrie Fourth School	Lanark	.	.	3
Boag, J.	Bonhill, Parochial	Dumbarton	.	.	1
Brown, J.	Enoch, G. A. S.	Portpatrick	.	.	3
Brown, J.	(Student, Edinburgh)	.	.	.	3
Buchanan, J.	St. Cyrus, P. S.	Kincardine	.	.	1
Calvert, E.	Edinburgh, Original Ragged and Industrial School.	Edinburgh	.	3	.
Cameron, A. C.	Fettercairn	Kincardine	.	.	1
Cameron, D.	Achnagart, G. A. S.	Bonar Bridge	.	.	3
Cameron, J.	(Student, Edinburgh)	.	.	.	2
Cameron, P.	Durine, G. A. S., Durness	Sutherland	.	.	2
Campbell, C.	Helmsdale, G. A. S.	Sutherland	.	.	1
Campbell, J.	Creich, Parochial	Bonar Bridge	.	3	.
Campbell, J.	Hags, G. A. S.	Stirling	3	.	.
Campbell, J.	Balivanick, G. A. S.	Lochgilphead	.	.	3
Carnduff, D.	Edinburgh, United Indus. Sch.	Edinburgh	.	.	1
Carnduff, W.	Houston and Killellan, Par.	Johnstone	.	2	.
Carswell, A.	(Student, Glasgow)	.	.	3	.
Clarke, J.	Kirk Yetholm, G. A. S.	Kelso	.	.	1
Cock, J.	(Student)	.	.	.	2
Cusiter, G. F.	(Student, Edinburgh)	.	.	.	1
Dale, J.	Faifley, S.	Dunthocher	3	.	.
Davidson, J.	Fyvie, Parochial	Aberdeen	.	.	2
Dick, W.	Whitehill Colliery, S.	Lasswade	.	3	.
Dickie, J.	Paisley, Sess.	Paisley	.	2	.
Dickson, T.	Grange Pans, Subscription S.	Boness	.	.	2
Dorward, R. W.	Edinburgh Normal, Prac. Sch.	Edinburgh	.	2	.
Dougall, J.	Morningside Subscription S.	Edinburgh	.	.	2
Duncan, W.	Inchture, Parochial	Inchture	.	.	3
Durno, A.	Aberehirder, G. A. S.	Banff	.	1	.
Elliott, W.	Dunn, G. A. S.	Cathness	.	3	.
Farish, J. B.	Dalbeattie, Parochial	Dalbeattie	.	3	.
Ferguson, A.	Blacklunans, G. A. S.	Alyth Meigle	.	.	3
Ferguson, J.	(Student)	.	.	.	2
Ferguson, J. K.	Fullarton, Established Church	Irvine	.	.	1
Gilchrist, J.	(Student)	.	.	3	.
Graham, J.	Glasgow, Murdoch's, Boys-Indus- trial School.	Glasgow	.	2	.
Grant, J.	Bridgend, G. A. S.	Bowmore	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Grant, J.	Glenrinnies, G. A. S.	Dufftown, Clargel- lachin.	.	.	3
Grant, J. D.	Carronshore, S. (Larbert)	Falkirk	.	.	2
Gray, J.	Lanark Burgh School	Lanark	.	.	3
Gregory, J.	Dornoch, Par.	Dornoch	3	.	.
Grierson, W.	Campbeltown, Dalintober, Miss Campbell's Charity School	Argyleshire	.	.	1
Hamilton, J.	Dundee, Gen. Sess.	Dundee	.	2	.
Hanton, R.	(Student, Edinburgh)	.	.	3	.
Hay, W.	Fochabers Milnes Institution	Elgin	.	1	.
Heberton, A.	(Student, Edinburgh)	.	.	1	.
Henderson, T.	.	.	.	.	2
Hunter, A.	Aigas, Subscription	Strathglass	.	3	.
Hunter, D.	(Student)	.	.	.	3
Hunter, G.	Dumbarton Burgh Academy	Dumbarton	.	.	2
Ireland, J.	(Student, Edinburgh)	.	.	3	.
Johnstone, J.	Goodhope School	Lockerby	.	.	2
Johnstone, T.	(Student, Glasgow)	.	.	3	.
Kidd, J. S.	Aberdeen, East Par. Sess.	Aberdeen	.	.	3
Knox, J.	(Student, Edinburgh)	.	.	.	3
Lawson, R.	Blantyre Works School	Glasgow	3	.	.
Leitch, J.	(Student, Glasgow)	.	.	1	.
Lindsay, J.	Lauder, Par.	Stow	.	2	.
Little, J.	(Student, Glasgow)	.	.	.	3
Livingstone, M.	(Student)	.	.	.	1
Macaulay, B. J.	Gartsherrie, St. James'	Coatbridge	.	1	.
Macdougall, J. B.	Earlsferry School	Collinsburgh	.	.	2
M'Kenzie, P. S.	Tahmine, G. A. S. near Tongue	Sutherland	.	.	3
Mackenzie, R.	Mossfield, Gaelic Assn. School	Invergordon	.	.	3
Mackintosh, J.	Longhill, G. A. S.	Huntley	.	.	3
M'Callum, J.	Menmook Bridge, G. A. S.	Dumfries	.	.	2
M'Callum, J.	Meikleover, Sess.	Dunkeld	.	.	3
M'Chlery, J.	Dunfermline, M'Lean's En- dowed School.	Dunfermline	.	.	3
M'Donald, A.	(Student, Edinburgh)	.	.	.	2
M'Donald, J.	(Student)	.	.	2	.
M'Donald, W.	Knockarthur, G. A. S.	Golspie	.	.	3
M'Dougall, R.	Hopenan, G. A. S.	Elgin	.	.	2
M'Ewen, A.	Loth, Par.	Golspie	.	.	3
M'Farlane, J.	Port Charlotte, G. A. S.	Argyle	.	.	3
M'Farlane, W.	Dunichen, Par.	Forfarshire	.	.	3
M'Gregor, A.	Skibo, G. A. S.	Dornoch	.	3	.
M'Hardy, J.	(Student)	.	.	.	1
M'Intosh, E.	(Student, Edinburgh)	.	.	.	2
M'Intosh, R.	Dulnain Bridge School	Elgin	.	.	2
M'Intosh, W.	Pitlochrie, G. A. S.	Pitlochrie	.	3	.
M'Intyre, R.	Kincardine, Par.	Kincardine	.	.	3
M'Laren, J.	Aldgirnraig, G. A. S.	Blair Atholl	.	.	1
M'Lennan, C.	Kintraw, G. A. S.	Argyle	.	.	2
M'Leod, A.	(Student, Edinburgh)	.	.	.	3
M'Naughton, J.	Nairn, G. A. S.	Nairn	.	3	.
M'Niven, M.	(Student)	.	.	.	3
M'Phail, A. C.	Edinburgh, Canongate Chris- tian Society School.	Edinburgh	.	.	3
M'Phail, J.	Strone of Callie, G. A. S.	Argyle	.	.	3
M'Rostie, P.	(Student)	.	.	.	1
M'William, T.	Sorn, Par.	Golspie	.	.	3
Marshall, C.	Ardrossan, Par.	Ayr	.	1	.
Marshall, J.	Kilmalie, Par.	Inverness-shire	2	.	.
Martin, J.	(Student, Glasgow)	.	.	2	.
Matheson, A.	(Student, Edinburgh)	.	.	1	.
Menzies, A.	Oatfield, G. A. S.	Campbeltown	.	.	1
Mercer, J.	Dunse, Par.	Berwick	.	3	.
Milne, J.	Ellon, Par.	Aberdeen	.	.	1
Mitchell, J.	Kilmuir, Easter Par.	Parkhill	.	.	1
Mitchell, J.	Montrose Burgh Academy	Montrose	3	.	.
Morris, J.	Mains, Par.	Dundee	.	2	.
Mounce, A.	Corrie, Par.	Lockerbie	.	3	.
Muir, T.	Allanton, Subscription School	Berwick	.	.	2
Murray, D.	Tarbert, G. A. S.	Argyleshire	.	.	3
Murray, G.	(Student, Glasgow)	.	.	.	3
Nicholson, J.	(Student, Glasgow)	.	.	.	2
Ogilvie, P.	Lochgellie, Company's School	Fife	3	.	.
Pattison, R.	(Student, Glasgow)	.	.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Penvey, J. K.	Culross, Par.	Culross		3	
Pollock, J.	Fintry, Stewart's Endowed	Stirling			1
Prairie, D.	Brechin, Par.	Brechin		1	
Riddock, G.	Elie, School	Elie		3	
Robertson, W.	Whitestripe's Assembly	Old Machar			1
Robinson, A.	Largs, Brisbane Endowed	Largs		3	
Rogerson, W.	Gala (Infants)	Gallashiels		1	
Scott, J.	(Student, Edinburgh)			3	
Scott, W. H.	Eyemouth, Par.	Ayton		1	
Shearer, J.	Gartmore, Dalmany, Par.	Perth		3	
Sinclair, J.	(Student, Edinburgh)				3
Sinclair, N.	(Student, Edinburgh)				1
Smith, H.	(Student, Glasgow)				1
Smith, J.	(Student)			2	
Smith, R.	Glenfoudland, G.A.S.	Inoch			2
Spalding, C.	Maxwelltown, Privately Endowed School.	East Kilbride			3
Steel, J.	(Student, Glasgow)				1
Stewart, J.	Ballantrae, Glennap Endowed School.	Ballantrae		2	
Stewart, R.	Logie, Easter Par.	Tain			2
Stewart, T.	Freswick, G.A.S.	Caithness			3
Stirtan, J.	Edinburgh Normal Institution, Practising School.	Edinburgh		2	
Stormouth, J.	Edinburgh Cannongate Burgh School.	Edinburgh			3
Stratton, P.	Rosebank, Sess. School	Dundee			1
Taylor, J.	(Student, Edinburgh)				3
Thomson, W. B.	(Student)			2	
Thorn, A.	Letham, Subscription School	Cupar		2	
Train, H.	Perth, Middle Parish, Sess.	Perth			2
Wallace, J.	Cross Roads Sch., Dreghorn	Irvine			1
Wason, W.	(Student)			3	
Watson, G.	Cramond, P.S.	Edinburgh			2
Whammond, A.	Edinburgh, St. Mary's, Sess.	Edinburgh			1
Whiteford, J.	(Student)			3	
Wilson, W.	Edinbro' Heriot Found. Sch.	Edinburgh		3	
Wright, J.	(Student, Glasgow)				2
Wright, R.	Birgham, District School	Berwick			2
Wylie, R.	Trinity, Gask, Par.	Auchterarder			3

MASTERS OF SCHOOLS IN SCOTLAND, *not* in connexion with the ESTABLISHED CHURCH; and STUDENTS in the TRAINING SCHOOLS of the FREE CHURCH (at *Edinburgh* and *Glasgow*).

Adam, G.	Glasgow, Normal, F.C.S.	Glasgow		2	
Adam, W.	(Student, Glasgow)			2	
Adams, J.	Edinburgh, Lady Glenorchy's	Edinburgh		3	
Allan, C.	Wilkieston, F.C.S.	Ratho			3
Allan, D.	Glasgow, Old Wynd, F.C.S.	Glasgow			1
Anderson, A.					1
Angus, W.	Dumbarton, F.C.S.	Dumbarton			2
Arthur, W.	(Student, Glasgow)				2
Bailey, J.	(Student, Glasgow)				2
Baird, F.	Portobello, F.C.S.	Edinburgh		3	
Barclay, J.	Huntley, F.C.S.	Aberdeen			3
Barnett, G.	(Student, Edinburgh)				3
Bigg, M.	(Student, Edinburgh)				3
Biggar, W.	(Student, Glasgow)				2
Bissett, W.	Partick, F.C.S.	Glasgow			3
Blain, R.	Dalkeith Academy	Dalkeith		3	
Blair, A.	Perceotn, F.C.S.	Ayr			1
Boddie, A.	Maxwelltown, F.C.S.	Dumfries-shire			2
Bonar, D.	Preston Kirk, F.C.S.	Haddington			3
Brown, G.	Cramond, F.C.S.	Edinburgh			2
Buchan, A.	Blackford, F.C.S.	Auchterarder		3	
Burgess, J.	(Student, Glasgow)		3		
Calder, J.	(Student, Edinburgh)				1
Cameron, J.	Brechin, F.C.S.	Forfar		2	
Cameron, J.	Edinburgh, Roxburgh Street, F.C.S.	Edinburgh			1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Cameron, J.	Macduff, F. C. S.	Banff			3
Carmichael, F.					3
Clarke, J.	Greenock, Ladyburn F. C. S.	Greenock			3
Coates, E.	(Student, Glasgow)				1
Collins, J.	(Deceased)			2	
Collis, W.	(Student, Glasgow)				3
Corken, G.	Arbroath, F. C. Institution	Arbroath	1		
Cossens, J.					1
Coullie, J.	Methven, F. C. S.	Methven			3
Cowan, G.	Kirkmaiden, F. C. S.	Stranraer			1
Cowie, H.	(Student, Edinburgh)			3	
Cox, C.	Glasgow, F. C. Normal	Glasgow		3	
Crowe, R. B.	Edinburgh, Dr. Thomson's	Edinburgh		2	
Davidson, A.	Ellon, F. C. S.	Aberdeenshire		1	
Davidson, J.	Leswalt, F. C. S.	Wigton		2	
Davidson, J.	(Student, Edinburgh)			2	
Demains, R.	Edinburgh, Dr. Thomson's	Edinburgh	2		
Dennison, J.	Sanday, F. C. S.	Wick			3
Dewar, J.	St. Leonard's, F. C. S.	Inverness			3
Dewar, P.	Swinton, F. C. S.	Coldstream			3
Dickie, J.	(Student, Glasgow)			2	
Dingwall, R.	Edinburgh, North District, F. C. S.	Edinburgh		1	
Docherty, W.	(Student, Edinburgh)			3	
Douglas, A.	Kirkhill, F. C. S.	Inverness			3
Dow, J.	(Student, Edinburgh)				3
Downes, J.	Edinburgh, Pilrig St., F. C. S.	Edinburgh			2
Elder, D. W.	East Wemyss, F. C. S.	Kirkcaldy			1
Ferguson, D.	(Student, Glasgow)			3	
Ferguson, R.	Edinburgh, F. C. Normal	Edinburgh		3	
Ferguson, R.	Cromarty, F. C. S.	Cromarty		2	
Finlayson, J.	Inch, F. C. S.	Wigton			3
Fisher, J.	Strathbrand, F. C. S.	Dunkeld		3	
Fortune, A.	(Student, Edinburgh)				1
Fraser, C.	Buckie, F. C. S.	Banff			3
Fullarton, A.					1
Fullarton, J.	(Student, Edinburgh)				2
Fulton, W.	Sorbie, F. C. S.	Whithorn		2	
Galloway, G.	(Student, Edinburgh)			2	
Gardiner, J.	(Student, Edinburgh)			2	
Gasson, G. F.	(Student, Glasgow)				1
George, F. W.	(Student, Glasgow)				1
Gibb, J.	(Student, Edinburgh)				3
Gibson, J.	Dundrennan, F. C. S.	Kirkcudbright			1
Gibson, W.	Auchencairn, F. C. S.	Kirkcudbright			2
Gillespie, J. W.	Airdrie, Free West, Ch.	Airdrie		2	
Gordon, C.	Fountain Bridge, F. C. S.	Edinburgh			3
Graham, D. B.	Coltbridge, Lord Mackenzie's	Edinburgh			3
Graham, G.	Dunoon F. C. S.	Argyll		1	
Graham, J. B.	Girvan, F. C. S.	Ayr			3
Grant, J.	(Student, Edinburgh)				3
Gray, R.	(Student, Glasgow)				1
Grierson, G.	Inverness, F. C. S.	Inverness		1	
Gunn, W.				2	
Hindshaw, D.	Auchtermuchty, F. C. S.	Auchtermuchty			2
Hogg, J.	Kincardine-on-Forth, Subs.	Stirling		3	
Holme, J.	(Student, Edinburgh)				1
Hood, A.	Dundee, St. Andrews, F. C. S.	Dundee			3
Hunter, J. C.	Methven, United Presbyterian	Methven			1
Jackson, J.	Belhaven, F. C. S.	Dunbar		2	
Johnston, A.	Rothsay, East, F. C. S.			3	
Johnston, A.	(Student, Edinburgh)			1	
Johnstone, W.	Dunfermline Abbey, F. C. S.	Dunfermline			2
Kidd, W.	Greenlaw, F. C. S.	Dunse			2
Kyd, T.	Cupar Angus, F. C. S.	Cupar Angus		2	
Laidlaw, A.	Leitholm, F. C. S.	Coldstream			2
Laidlaw, J.	(Student, Edinburgh)			3	
Laidlaw, J.	(Student, Glasgow)				3
Lambie, W.	Leith Mariner's, F. C. S.	Leith		3	
Latto, W. D.	(Student)				1
Leask, J.	Cockpen, F. C. S.	Lasswade		3	
Leek, A.	Glasgow, St. Rollox, S.	Glasgow			2
Lennie, G.				3	

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Lillie, R.	Dunse, F. C. S.	Berwick	.	2	.
Lillie, T.	Callander, F. C. S.	Callander	.	1	.
Lindsay, A.	Lesmahagow, F. C. S.	Lanark	.	.	3
Low, D.	Montrose, Dorward's Seminary	Montrose	.	2	.
Lyall, J.	Port Bannatyne, F. C. S.	Rothsay	.	.	.
M'Callum, P.	Glasgow, Free St. Peter's	Glasgow	.	.	2
M'Coll, D.	Largs, F. C. S.	Largs	.	.	3
M'Cowan, J.	Newton-on-Ayr, F. C. S.	Ayr	.	2	.
M'Currah, D.	(Student, Glasgow)	.	.	.	3
M'Diarmid, F.	Dundee, St. David's	Forfar	.	.	3
M'Donald, D.	Dundee, Free St. Peter's	Forfar	.	.	2
M'Donald, D.	Dudhope, F. C. S.	Dundee	.	.	2
M'Dougall, A.	(Student, Glasgow)	.	.	.	2
M'Farlane, D.	Lauriston, F. C. S.	Castle Douglas	.	.	1
M'Farlane, T.	(Student, Edinburgh)	.	.	.	1
M'Farlane, T.	(Student)	.	.	.	3
M'Gillivray, J.	Culloden, F. C. S.	Inverness	.	.	3
M'Gregor, D.	.	.	.	.	2
M'Gregor, J.	Port Elphinstone, F. C. S.	Aberdeen	.	.	2
M'Hattie, J.	Deskford, F. C. S.	Cullen	.	.	2
M'Intosh, J.	Daviot, F. C. S.	Inverness-shire	.	.	1
M'Intosh, K.	Conon, F. C. S.	Dingwall	.	.	.
M'Intyre, M.	St. George's, F. C. S.	Glasgow	.	.	3
M'Kay, W.	Jemimaville, F. C. S.	Ross	.	.	1
M'Kenzie, A.	Inverness, F. C., Model	Inverness	.	.	.
Mackenzie, C.	Rothsay Academy	Rothsay	.	.	3
M'Kenzie, T.	Inverness, F. C. S.	Inverness	.	.	1
M'Kinnell, J.	Cumnoch, F. C. S.	Ayr	.	2	.
M'Kintosh	Old Deer, F. C. S.	Aberdeen	.	3	.
M'Lachlan, J.	Houston, F. C. S.	Johnstone	.	2	.
M'Master, D.	Stornoway, F. C. S.	(Island of Lewis)	.	.	3
M'Millard, D.	Edinburgh, Canon Mills, F. C. S.	Edinburgh	.	3	.
M'Murchy, J.	Campbeltown, F. C. S.	Campbeltown	.	.	2
M'Nab, D.	Newbiggin, F. C. S.	Musselburgh	.	.	1
M'Pherson, G.	Temple and Carrington, F. C. S.	Edinburgh	.	.	2
M'Rae, D.	South Leith, F. C. S.	Edinburgh	.	1	.
Marshall, T.	Winchburgh, F. C. S.	Edinburgh	.	.	3
Marshman, G.	(Student, Glasgow)	.	.	.	1
Mathieson, F.	Culcaboch, F. C. S.	Inverness	.	.	2
Mavor, D.	Aberdeen, Bon Accord Sch., Marywell Street.	Aberdeen	.	.	3
Mavor, J.	Stranraer, F. C. S.	.	.	.	1
Milne, D.	(Student, Edinburgh)	.	.	.	3
Moir, J.	Errol, F. C. S.	Errol	.	3	.
Montgomery, A.	(Student)	.	.	.	3
Morrison, G.	Banchory Devenick, F. C. S.	Aberdeen	.	.	1
Morrison, T.	Inverness, Model, F. C. S.	Inverness	.	1	.
Munro, A.	Edinburgh, F. C., Normal	Edinburgh	.	2	.
Munro, P.	(Student)	.	.	.	2
Munro, W.	.	.	.	.	3
Mylne, J.	(Student, Edinburgh)	.	.	3	.
Ness, J.	Stanley, F. C. S.	Perth	.	.	2
Nichol, R.	Newmarnock, F. C. S.	Near Banff	.	3	.
Pearson, R.	Cairnryan, F. C. S.	Stranraer	.	.	3
Petrie, D.	Dundee, St. John's, F. C. S.	Dundee	.	.	2
Pirie, J.	.	.	.	.	1
Proudfoot, J.	(Student, Edinburgh)	.	.	.	2
Purvis, J.	Fisher-row, F. C. S.	Musselburgh	.	.	3
Ritchie, E.	Earlstown, F. C. S.	Berwick	.	.	2
Robertson, A.	Dundee, Hill Town, F. C. S.	Dundee	.	.	3
Robertson, A.	Skene, F. C. S.	Aberdeen	.	3	.
Robertson, J.	Hamilton, F. C. S.	Hamilton	.	2	.
Robertson, J.	Shandon, F. C. S.	Helensburgh	.	2	.
Ross, A.	.	.	.	.	1
Ross, D.	(Student, Edinburgh)	.	.	.	1
Ross, H.	Foreland School, Bowmore	Islay	.	.	2
Ross, W.	Inverleithen, F. C. S.	Ross	.	.	2
Roxburgh, L.	Tillicoultry, F. C. S.	Stirling	.	.	3
Runciman, J.	Kincardine, O'Neil, F. C. S.	Aberdeen	.	.	1
Russell, J.	Laurencekirk, F. C., Cong.	Kincardine	.	.	1
Scott, C.	(Emigrated)	.	.	3	.
Sharpe, J. M.	Preston Pans, F. C. S.	Haddington	.	2	.
Simpson, J.	Eyemouth, F. C. S.	Berwick	.	.	2
Sinclair, R.	Amulree, F. C. S.	Dunkeld	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Singer, W.	(Student, Glasgow)		.	.	3
Slight, A. G.	(Student, Edinburgh)		.	.	3
Smart, J.	(Student, Glasgow)		.	1	.
Smellie, T.			.	2	.
Smith, A.	Arbroath, F. C. Institution	Arbroath	.	3	.
Smith, A.	Inverbrothock, F. C. S.	Arbroath	.	.	3
Smith, A.	Edinburgh, St. Paul's, F. C. S.	Edinburgh	.	3	.
Smith, J.	Bothwell, F. C. S., Uddington	Hamilton	.	1	.
Souter, J.	Cruden, F. C. S.	Ellon	.	.	3
Sowter, F.	South Leith, F. C. S.	Leith	.	3	.
Stalker, D.	Dalkeith Academy	Dalkeith	.	1	.
Stalker, D.	Leven, F. C. S.	Leven	.	.	3
Stark, J.			.	.	1
Stewart, J.	(Student, Edinburgh)		.	2	.
Stewart, J.	Edderton, F. C. S.	Tain	.	.	3
Stirling, A.	New Cumnock, F. C. S.	Ayr	.	2	.
Summers, R.	Rutherglen, F. C. S.	Glasgow	.	1	.
Sutherland, W.	(Student, Edinburgh)		.	.	1
Thorn, R. R.	Breadalbane, Academy	Aberfeldy	.	2	.
Thornburn, G.	Logierait, F. C. S.	Dunkeld	.	.	3
Turner, W.	Kinross, F. C. S.	Kinross	.	.	1
Walker, D.	(Student, Edinburgh)		.	3	.
Wason, R.	(Deceased)		.	3	.
Whyte, W.	Edinb., Fountain Bridge, F. C. S.	Edinburgh	.	.	3
Wilkinson, J.	(Student, Glasgow)		.	2	.
Wilson, A.	Bannockburn, F. C. S.	Stirling	.	3	.
Wilson, A.	Forfar Academy	Forfar	.	.	1
Wilson, D.			.	2	.
Wilson, W.			.	.	3
Wylie, J.	Glasgow, St. George's, F. C. S.	Glasgow	.	.	1
Young, P.	Castle Douglas, F. C. S.	Castle Douglas	.	.	3
Young, W.	Glasgow, F. C. S.	Glasgow	.	.	1

MISTRESSES of Schools in connexion with the CHURCH of ENGLAND; and FEMALE STUDENTS in the TRAINING SCHOOLS of the NATIONAL SOCIETY (*Whitelands, Chelsea*), the HOME and COLONIAL School Society (*Gray's Inn Road, Holborn*), and the SALISBURY and YORK and RIPON DIOCESAN Boards of Education.

Abbott, M.	Wadsley, N. S.	Sheffield	.	2	.
Abernethy, E.	Home and Colonial Training S.	London	.	3	.
Ackerley, L.	Manchester, St. Anne's	Manchester	.	.	3
Adkin, D.	Abergavenny	Monmouth	.	.	3
Aitken, M.	Great Munden	Ware	.	.	2
Alderson, M. J.	(Student)		.	.	2
Alderson, S. A.	Shirley, P.	Hants	.	.	3
Alexander, A.	Lyndhurst	Hants	.	3	.
Allen, A.	Acton	Nantwich	.	1	.
Ambrose, A.	Mills Green	Frome	.	3	.
Anderson, M. E.	St. Pancras (Infants)	Middlesex	.	2	.
Andrews, A.	Warminster	Warminster	.	.	1
Arnold, M. A.	Springfield	Essex	.	.	2
Arthur, M.	(Student)		.	2	.
Ashley, M. A.	Warrington	Warrington	.	3	.
Atkinson, S.	St. Helen's, St. James'	Jersey	.	.	2
Baillham, S. A.	Witney	Oxfordshire	.	2	.
Bagnall, M.	Truro, Cornwall, Central	Truro	.	.	1
Balcomb, A. A.	(Student)		.	.	3
Baller, M. E. S.	Exeter, Episcopal Charity	Exeter	.	.	1
Barnes, M. A.	Huddersfield, Longroyd Bridge	Huddersfield	.	.	2
Barrett, M. A.	(Student)		.	2	.
Barrs, A.	(Deceased)		.	.	2
Bassett, S. W.	Hull, Sculcoates, Ch. Ch.	Hull	.	.	2
Batterham, R.	Winchester, Central	Hants	.	3	.
Baxendale, J.	(Student)		.	2	.
Baxter, A.	Bolton-le-Moors, Ch. Ch.	Lancashire	.	.	3
Bazley, R.	Wakefield, St. Andrew's	Wakefield	.	.	3
Beach, E.			.	.	2
Bedson, J.	Birmingham, St. Mary's	Birmingham	.	.	1
Bell, E.	(Student)		.	.	2
Berry, E.	(Student)		.	.	3
Biggs, E. M.			.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Bird, S.	(Deceased)				1
Blythe, E.				1	
Blythe, I.				2	
Bold, E. L.	(Student)				1
Bold, J.	(Student)				1
Bostock, C.	Combe Bissett	Wilts			1
Bowren, R.	Shaftesbury	Shaftesbury		2	
Bradley, A. J.	Kentish Town	Middlesex			3
Bradshaw, I. C.	Derby, Training	Derby	2		
Bragg, H.	Westminster, St. Stephen's	Westminster		1	
Braithwaite, E.	Trowbridge	Wiltshire			3
Braithwaite, S.	(Student)		3		
Brierley, S.					3
Brook, M.	Oulton, St. John's	Wakefield			1
Brooker, M. E.	Liverpool, Naylor Street, St. Bartholomew's.	Liverpool			3
Broomfield, H.					2
Brown, J. A.	Rochester, St. Nicholas'	Rochester			3
Browne, J. E.	(Deceased)				3
Browne, M.	York, Walmgate	York		3	
Bryan, C. M.	Rainford, St. Helen's	Lancashire			
Bryant, S.	Sudbury, Lady Vernon's	Uttoxeter	2		
Buckwell, M. J.	Selmeaton	Sussex			3
Bunce, M. A.	Manchester, St. Barnabas'	Manchester			3
Bundock, S.	Hannay	Berkshire			3
Burr, S. T.	Marylebone, Nutford Place, Diocesan.	Middlesex	3		
Burrows, J. M.	Barnstaple	Devonshire			2
Burt, M.	Reading, St. Giles'	Berkshire			2
Burton, L. L.					3
Busby, M.	Leigh	Rochford		2	
Bush, S. H.	Hurstpierpoint	Sussex			
Butterfield, M.	Camberwell, Camden Ch.	Surrey		2	
Callanan, T.	Hampstead, Downshire Hill	Hampstead			3
Campbell, E.	Cheltenham, St. Paul's, (Infants)	Cheltenham			3
Campbell, H. M.	Halifax (Victoria Street), St. James' (Infants).	Halifax			2
Carr, A.	(Student)				2
Carrington, M. E.	Uppingham	Rutland			1
Caswall, L.	Salisbury	Salisbury			2
Chadwick, A.	Wakefield, Trinity	Wakefield		2	
Challis, S.	Downshire Hill, Hampstead, St. John's.	Hampstead		2	
Chandler, E.	St. George's-in-the-East, Ch. Ch. School.	London		3	
Chapman, A.	Liverpool, South, Ch. of Eng.	Liverpool		1	
Charlie, L. S.	Salford, St. Matthias' (Infants)	Manchester			3
Charles, E.	Llandovery	Llandovery			1
Chesselle, E.	Hythe	Folkestone			3
Chettleburgh, H.	Bergh Apton	Norwich		2	
Child, E.	Handsworth, St. James'	Birmingham			2
Church, H. M.	Walworth, St. Peter's	Surrey			1
Clarke, C.	Portsea, All Saints'	Portsea			3
Clarke, J.	(Student)				1
Clarke, M. M.					1
Clay, E.	Bradford, Manchester Road	Yorkshire		2	
Clayton, E.	Kirkstall, St. Stephen's	Leeds	3		
Cleaver, L.	High Cross	Ware			3
Clegg, A.	Birkenhead, St. John's	Birkenhead			1
Clegg, C. C.	Manchester, Cathedral School	Manchester		1	
Clemons, M. A.	Deeping, St. James'	Market Deeping			3
Cole, M. A.	Stepney, Trinity	Middlesex			1
Coleman, A.				2	
Comrie, M.	Newcastle-on-Tyne, Ragged	Newcastle-on-Tyne		3	
Conway, H.	Syderstone	Norfolk		1	
Cook, E. E.	Cwm Avon (Infants)	Glamorganshire			3
Coomes, S.	Tavistock	Devonshire		2	
Cother, S. F.					2
Cowan, M.	Hull, St. Stephen's	Hull		3	
Cox, E.	Stockbridge	Hants		1	
Cox, H. E.	Stepney, All Saints'	London			3
Cox, J.	Crewkerne	Somerset			3
Cox, M.	Long Whaddon	Loughborough			3
Crampton, M.	Liverpool, St. Mary's, Edge Hill	Liverpool			1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Crane, S.	Sheffield, St. Mary's	Sheffield	.	.	1
Crankshaw, S.	(Deceased)	.	.	.	3
Crowther, H.	(Student)	.	.	2	.
Cuckow, E.	Bristol, Hannah More's	Bristol	2	.	.
Cuckow, F.	(Student)	.	.	2	.
Cue, E.	Aberdare (Model)	Merthyr Tydvil	.	.	2
Daffen, E. M.	Bethnal Green, St. James the Great.	Middlesex	.	1	.
Dakin, M.	Manchester, Red Bank, St. Thomas'.	Manchester	.	2	.
Dale, P.	Bollington	Macclesfield	.	.	2
Dalton, H.	Lewes, N.	Sussex	.	2	.
D'Arcy, E.	St. Pancras (Girls)	Middlesex	.	3	.
Dart, E.	Ilfracombe	Devonshire	.	.	1
Davidson, A. E.	.	.	.	.	1
Davies, J.	(Student)	.	.	3	.
Davies, M.	Ellesmere	Shropshire	.	.	1
Davies, M. H.	(Student)	.	.	2	.
Davies, M. J.	Kensington, Central	London	.	.	2
Davis, E.	Salford, Great George Street	Manchester	.	2	.
Davis, E.	Camberwell, Green Coat	Surrey	.	.	1
Davis, K.	(Student)	.	.	.	1
Davis, M.	(Deceased)	.	.	2	.
Davison, M.	Evesham	Worcester	.	.	3
Daymond, L. H.	Maidstone, Model School	Maidstone	2	.	.
Devereux, H.	.	.	.	.	1
Dewhurst, B. A.	Manchester, Red Bank, St. Thomas'.	Manchester	.	.	3
Ditch, J. H.	Haggerstone, St. Mary's	London	.	3	.
Dodgson, A.	Welshpool	Montgomery	.	3	.
Dolby, E.	(Student)	.	.	.	3
Dovener, B.	Almondbury, Central	York	.	1	.
Duncan, E.	Manchester, Birch, St. James', Ch. of Eng.	Manchester	3	.	.
Dunning, B.	Home and Colonial, Model	London	.	.	2
Earl, M.	Ilkeston	Notts	.	3	.
Edmondson, H. B.	Mirfield, Ch. Ch.	Dewsbury	.	2	.
Edwards, M.	Chesterfield, Victoria	Chesterfield	.	2	.
Edwards, M. A.	Marylebone, Eastern	London	.	2	.
Edwards, M. M.	Leeds, St. Andrew's	Leeds	.	1	.
Edwards, S. J.	Albury, Ch. of Eng.	Ware	.	.	1
Eldrod, E.	Kentish Town (Infants)	London	.	.	2
Eley, E.	(Student)	.	.	.	2
English, A.	Camberwell, Ch. Ch.	Surrey	.	3	.
Ewbank, M.	Elland	York	.	2	.
Ewer, C.	York, Model School	York	.	3	.
Farey, E.	(Student)	.	.	.	1
Farmer, S.	(Deceased)	.	.	.	2
Fatt, S. A.	.	.	.	2	.
Ferrier, J.	(Student)	.	.	.	3
Fifield, A.	.	.	.	.	3
Fillingham, E.	(Deceased)	.	.	.	1
Flick, A.	Leeds, St. Andrew's	Leeds	.	.	2
Foden, A. M.	Pershore	Worcester	.	.	2
Folkes, J.	Manchester, St. Jude's	Manchester	.	.	3
Fricker, E.	South Newton	Salisbury	.	.	3
Gadd, M.	Barnsley, St. George's	Yorkshire	.	.	3
Gent, A.	(Student)	.	.	.	3
Gillingham, E.	Bridgwater	Bridgwater	.	.	2
Glendinning, D. A.	Seaton Carew	Stockton-on-Tees	.	.	1
Glover, E.	Westminster, St. Martin-in- the-Fields.	Middlesex	.	3	.
Goodman, M.	Gloucester, St. James, (Infants)	Gloucester	.	.	2
Gore, H. S.	Hastings, St. Mary's	Hastings	.	.	2
Graham, E.	(Student)	.	.	.	2
Grant, C. R.	Stepney, St. Thomas'	London	.	.	1
Green, E.	.	.	.	.	3
Grimby, M. A.	Kidderminster, St. Mary's	Worcester	.	.	1
Grimby, S. A.	Cheltenham, Ch. Ch.	Cheltenham	.	3	.
Guest, A.	Eccleshall, Grey Stones	Sheffield	.	.	3
Gurr, H.	(Student)	.	.	3	.
Haines, V. H.	Swansea	Glamorgan	.	3	.
Hall, A.	(Student)	.	.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Hall, R.	Aldeburgh (Infants)	Suffolk	.	.	1
Hanes, M. M.	(Student)	.	.	.	1
Hardcastle, S. A.	Liverpool, St. Augustine's	Liverpool	.	.	2
Hartnup, E.	Stockwell, St. Michael's	Surrey	.	.	2
Haydock, A.	Rotherham	Yorkshire	.	.	3
Haynes, R. E.	Worcester, St. John's	Worcester	.	.	2
Hazell, L.	Portman Chapel	London	.	.	3
Heathcote, A.	Preston, St. Paul's, (Infants)	Preston	.	.	2
Hemmingway, G.	.	.	.	.	3
Hetherington, M.	Southwark, St. Mary's, (Infts.)	Surrey	.	.	1
Hewlett, E.	(Student)	.	.	2	.
Hickman, E. J.	Marlborough, St. Peter's	Marlborough	.	1	.
Hicks, J.	Clapham, St. John's, (Bowyer)	Surrey	.	3	.
Hill, R.	(Student)	.	1st	.	.
Hillier, M.	Castlecombe	Chippenham	.	.	1
Hillman, E.	(Student)	.	.	1	.
Hirst, M. A.	.	.	.	.	3
Hollins, E.	Birmingham, St. George's	Birmingham	.	.	2
Holmes, E.	Liverpool, St. Mark's	Liverpool	.	.	2
Houseley, A.	Neswick	Driffield	.	.	3
Howarth, J.	Scarisbrick, Ch. of Eng.	Lancashire	.	.	1
Howe, E.	Kinwarton	Alcester	.	.	3
Howes, E. E.	Westbromwich, Trinity	Westbromwich	.	.	1
Hoyles, E. H.	Smalley	Derby	.	.	2
Hubbard, E.	King's Lynn, St. Margaret's	Norfolk	.	.	3
Hughes, A.	Abbey Dore, Union	Abbey Dore	.	.	2
Hunt, M. A.	(Student)	.	3	.	.
Hunter, J.	Habergham, All Saints'	Burnley	.	.	3
Hutchings, M.	Cheltenham, Model	Cheltenham	.	.	2
Hutchinson, F.	(Student)	.	3	.	.
Ibbotson, S. A.	Roos	Hull	.	1	.
Inman, E.	Liverpool, Ch. Ch.	Liverpool	.	3	.
Inman, M. A.	.	.	.	.	3
Irvine, J.	Manchester, Cathedral	Manchester	.	.	3
Irwin, G. E.	(Student)	.	2	.	.
James, L.	Lydd	Wisbeach	.	.	3
Jenkins, J.	Birmingham, St. Thomas'	Birmingham	.	.	3
Johnson, E.	Bassingbourne	Royston	.	.	3
Johnson, E.	Belper	Belper	.	.	3
Jones, F. E.	Halifax, Parish, Ch. Sch.	Halifax	.	3	.
Jones, A.	Newcastle-on-Tyne	Stafford	.	.	.
Jones, E.	Home and Colonial, Juvenile	London	.	.	1
Jones, M.	Mold	Flintshire	.	.	3
Jones, M. A.	Camden Town	London	.	.	3
Jones, S. M.	Rhuddlan	Rhyl	.	2	.
Jonson, M. C.	.	.	.	.	3
Kenrick, M.	Haverfordwest	Haverfordwest	.	2	.
Kibble, E.	Chitloe	Chippenham	.	.	1
Kingston, F.	Netheravon	Amesbury	.	.	2
Kirby, L. E.	(Student)	.	3	.	.
Knevett, E.	Truro, St. George's	Cornwall	.	3	.
Kyberd, S.	Baldwin's Gardens	London	3	.	.
Ladds, S.	Bristol, St. Michael's, (Infants)	Bristol	.	.	2
Lanison, L.	West Molesey	Surrey	.	.	3
Lamb, E.	Dowlais, Sir J. Guest's	Merthyr Tydvil	.	2	.
Lavender, J. A.	(Student)	.	1	.	.
Lease, E.	St. Ippolyt's	Hitchin	.	.	2
Lee, M.	Torquay, St. Mary's	Torquay	.	.	3
Leigh, F.	The Grange	Alresford	.	.	1
Lilwall, B. A.	Dowlais, Sir J. Guest's	Merthyr Tydvil	.	.	2
Lockwood, E.	.	.	.	.	3
Long, S. C.	(Student)	.	.	2	.
Lovelock, H.	(Student)	.	.	.	3
Lowres, E.	Stanwix	Carlisle	.	.	3
Lucas, H. M.	Salisbury, Model	Salisbury	.	.	3
M'Carthy, A.	Guernsey, St. Peter's Port, St. John's, (Infants)	Guernsey	.	.	3
M'Donald, M.	Everton and Kirkdale (Infants)	Liverpool	.	3	.
M'Evily, C.	(Student)	.	.	.	1
M'Gregor, M.	Liverpool, St. Luke's	Liverpool	.	3	.
M'Intyre, C. E.	Westminster, St. Margaret's and St. John's, Free.	Westminster	.	1	.
M'Lachlan, E.	Leeds, St. George's	Leeds	.	3	.
M'Millan, M.	Everton and Kirkdale	Liverpool	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
M'Nair, E. M.	Brighton Training School	Brighton	.	1	.
M'William, J.	Habergham, All Saints', (Infts.)	Burnley	.	3	.
Mace, A.			.	.	1
Malcolm, H.	Russell, School of Industry, St. Pancras.	London	.	.	2
Maltby, A.	North Cave	York	.	.	1
Maple, E.	Buckley		.	2	.
Marchant, M.	Kennington Oval	Surrey	.	.	3
Margetts, E.	(Student)		.	1	.
Marks, E.	Durdham Down, St. John's	Bristol	.	1	.
Marr, F.	Haffield, Ch.	Ledbury	.	.	1
Martin, D. A.	(Student)		.	.	3
Mason, E. A.	Winchester, St. Michael's	Winchester	.	.	1
Mason, M. J.	Paddington, St. John's	London	.	.	1
Maton, E.	Fordingbridge	Hants	.	.	3
Matthews, A.	Downton	Salisbury	.	.	2
Maxwell, S.	(Student)		.	2	.
Mayhew, H.	Uffculme	Collumpton	.	.	3
Meaden, M. A.	(Student)		.	2	.
Medlicott, M.	Halifax, King Cross, St. Paul's	Halifax	.	.	3
Mellor, E. A.	(Student)		2	.	.
Milbourn, E.	Gargrave	Skipton	.	1	.
Miller, S.	Northwich	Northwich	.	2	.
Milnes, E.	(Student)		.	.	2
Minter, M.	Clifton-on-Dunsmoor	Rugby	.	.	1
Mitchell, J.	Wentworth (Infants)	Rotherham	2	.	.
Moore, C. C.	Horbury	Wakefield	.	.	2
Morgan, C. A. E.			.	.	3
Morton, S.	Doncaster, Ch. Ch.	Doncaster	.	1	.
Mott, E.	Norwich, Model School	Norwich	.	3	.
Murphy, J.	Durham, Blue Coat	Durham	.	.	1
Naish, R.	Poynton Green	Stockport	.	.	3
Nash, E.	Mitcham	Surrey	.	.	3
New, J. E.	Westbury	Wiltshire	.	.	2
Newell, C.	(Student)		.	.	2
Newnham, R.	Eastbourne	Sussex	.	3	.
Norris, A.	Petersfield	Hampshire	.	.	1
Norris, E.	(Student)		.	1	.
Nutley, E. A.	Winterborne, Stoke	Devizes	.	.	1
Ogden, A.	Leeds, St. Philip's	Leeds	.	.	1
Oliver, J.			.	1	.
Oliver, M.	Comberton	Cambridge	.	.	3
Osborne, H. M.	Salford, St. Matthias'	Manchester	.	.	3
Ould, M.	Whitehaven	Whitehaven	3	.	.
Owen, A.	(Student)		.	1	.
Palk, A.	Slinfold	Horsham	.	.	2
Park, L.	Hornsey	Middlesex	.	.	1
Parks, M.	Manchester, Ch. Ch.	Manchester	.	.	3
Parkinson, E.	Warrington	Warrington	.	.	1
Parkinson, S.	Sheffield, St. George's	Sheffield	.	.	2
Parry, M.	Everton, St. George's	Liverpool	.	1	.
Parsons, J.	Gordon Square, All Saints'	London	.	2	.
Partridge, S.	(Student)		.	3	.
Patterson, E.	Newcastle, St. John's	Newcastle-upon-Tyne	.	.	3
Pearce, H.	Westbury-on-Trym	Bristol	.	.	2
Pearson, E.	Deptford, St. Andrew's	Durham	.	3	.
Pemberton, C. M.	(Student)		.	.	1
Percival, S. B.	Cheltenham, St. Paul's	Cheltenham	.	.	3
Perry, C. A.	Ticehurst	Sussex	.	.	3
Perry, F. L.	High Beach, St. Paul's	Essex	.	2	.
Phillips, E.	Warminster (Infants)	Warminster	.	2	.
Phillips, J.	Halesworth (Infants)	Halesworth	.	.	2
Pointing, C.	Huddersfield, St. Peter's	Huddersfield	.	2	.
Pool, E.			.	.	1
Poore, F.	Cranley	Surrey	.	.	2
Pope, H.	(Student)		.	.	2
Price, E. F.	Hastings, All Saints' and St. Clement's.	Hastings	.	.	3
Price, M. A.	Islington, St. James'	Middlesex	.	3	.
Pugh, S.	Tiverton (Infants)	Devon	.	1	.
Randall, E.	(Student)		3	.	.
Ransom, E.			.	.	2
Rawlinson, S. J.	Guiseley	Leeds	.	.	3
Read, A.	Stockton-on-Tees (Industrial)	Stockton-on-Tees	.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Rich, L. A.	Rochester, St. Nicholas'	Rochester	.	2	.
Richardson, D. E.	Henley	Oxfordshire	.	1	.
Roalfe, M. A.	Ashford	Kent	.	.	3
Robinson, M. J.	Kirkdale, St. Mary's	Lancaster	.	.	2
Rogers, M.	Cheltenham, Central (Infants)	Cheltenham	.	.	2
Rogers, M. A.	(Student)	.	.	1	.
Rogers, S. A.	Thornhaugh	.	3	.	.
Runney, J.	Bury, Trinity	Wansford	.	2	.
Rutter, E. A.	Bolton-le-Moors, Trinity	Lancashire	.	3	.
Rutter, M.	King's Somborne	Bolton	.	.	3
Sailly, F.	(Student)	Stockbridge	.	.	1
Salter, H. S.	Bighton	.	.	.	1
Samphier, M.	Swansea	Alresford	.	.	1
Saul, C.	Halifax (Victoria Street), St. James'	Swansea	.	.	2
Saul, M. A.	Recpham	Halifax	.	.	2
Sawyer, E.	Benhall	Recpham	.	3	.
Scrivener, S.	(Student)	Saxmundham	.	.	2
Sedgwick, L.	(Student)	.	2	.	.
Shawcross, F. W.	(Student)	.	.	.	1
Shepherd, C.	Nottingham, Trinity	Nottingham	.	.	1
Shore, J.	Wolverhampton, St. Paul's	Wolverhampton	.	.	2
Shute, M.	Maidstone, All Saints'	Maidstone	.	2	.
Siggs, E. A.	Leeds, Woodhouse Moor	Leeds	.	.	3
Simpson, A.	Tothill Fields, St. Mary's	London	.	.	2
Slade, S. A.	Bedminster	.	.	.	1
Smallcorn, S.	Whittington	Bristol	.	.	1
Smith, A.	Liverpool, St. Paul's, Prince's Park.	Burton, Westmoreland	3	.	.
Smith, E.	City of London (Girls and Infants).	Liverpool	.	.	3
Smith, I. L.	(Student)	London	.	1	.
Smith, J.	Chorlton-on-Medlock, Saint Saviour's.	Manchester	.	3	.
Smith, M.	Douglas, St. George's	.	.	.	2
Smith, R. H.	(Student)	Isle of Man	.	.	2
Speaight, E.	Leeds, Nether Green	Leeds	3	.	.
Spedding, A.	York, Micklegate	Leeds	.	.	1
Spencer, A.	Brighton, Training School	York	.	.	3
Stammer, T.	Shelton	Brighton	.	.	2
Stevens, E.	Rotherhithe, Deptford Road	Newcastle-under-Lyne	.	.	2
Stibbs, A.	Shipston-on-Stour	London	.	.	1
Stokes, E.	Caermarthen, Model	Worcestershire	.	3	.
Stothard, S. S.	(Student)	Caermarthen	.	1	.
Stowell, R.	Chelmsford, Victoria	Chelmsford	.	1	.
Street, E.	Chelmsford	Essex	.	.	2
Street, M.	Edensor	Bakewell	3	.	.
Strutt, M.	Home and Colonial, Model (Infant).	.	3	.	.
Sunley, S.	Saffron Hill, St. Peter's	London	.	.	3
Sunter, R.	Gosport, St. Matthew's	London	.	.	1
Tate, H. L.	Bloomsbury, St. George's	London	.	3	.
Taylor, S.	Whitlands Practising School	Chelsea	2	.	.
Temple, E.	(Student)	.	.	2	.
Thear, M.	(Student)	.	.	3	.
Thewlis, E.	(Student)	.	.	.	1
Thornnton, J.	Southwark, St. George's, Inf.	London	.	.	1
Thorp, S.	Liverpool, St. Martin's	Liverpool	.	.	3
Tillett, A.	Irwell	Lancashire	.	.	3
Tomlinson, A.	Pool	Truro	3	.	.
Tomlinson, J.	(Student)	.	.	.	1
Tregenza, S.	(Student)	Bristol	.	2	.
Tucker, S.	(Student)	.	.	.	2
Turner, R. A.	(Student)	.	.	1	.
Tyas, A.	(Student)	.	.	.	3
Underwood, A.	Sheepshed	Leicester	.	.	1
Usher, J.	Ramsgate, Ch. Ch.	Ramsgate	.	.	1
Uther, D. E.	Alton	Hants	.	.	3
Veal, E.	St. John's Wood, St. John's	London	.	1	.
Vick, M.	Salford, Ch. Ch. (Infants)	Manchester	.	.	1
Wade, M. A.	Minchinhampton	Stroud	.	.	2
Wade, M. A.	Swansea (Infants)	Swansea	.	2	.
Warry, M.	.	.	.	.	.
Watkins, A.	.	.	.	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Watson, M. A.	Pimlico, St. Michael's	London	.	.	1
Weaver, J.	Cheltenham, Trinity	Cheltenham	.	.	2
Webb, C.	.	.	.	2	.
Webb, E.	Speen	Newbury	.	.	3
Webber, E.	(Student)	.	.	.	2
Webster, M.	.	.	.	.	3
Weir, F.	Crewe	Cheshire	.	1	.
Wheeler, E.	(Student)	.	.	.	3
White, E. A.	Kidderminster, St. Mary's, (Infants).	Kidderminster	.	2	.
White, K.	.	.	.	.	1
White, S.	Salford, St. Bartholomew's	Manchester	.	.	2
White, S.	Newbold	Warwick	.	2	.
Whitelock, R.	Aldwark	York	.	.	1
Whitfield, F.	Oswestry	Salop	.	2	.
Whitlock, A. M.	Chawton	Alton	.	.	3
Widgery, E.	Ipswich, St. Clement's and St. Helen's.	Ipswich	.	.	1
Wilkes, E.	Bath Abbey, St. James' (Infants)	Bath	.	.	2
Wilkins, E.	West Bromwich, St. James'	West Bromwich	.	2	.
Wilkins, L.	Cheltenham Training School	Cheltenham	3	.	.
Wilkins, M. A.	(Student)	.	.	1	.
Wilkinson, E. A.	Salford Model School	Manchester	.	2	.
Wilkinson, J.	Doncaster	Doncaster	.	2	.
Williams, A.	(Student)	.	.	2	.
Williamson, E.	Huddersfield, Trinity	Huddersfield	.	.	2
Williamson, M.	(Student)	.	.	.	3
Wilson, C. B.	Kensington, St. Barnabas'	Middlesex	.	.	1
Wilson, E.	Heath, Parochial	York	.	.	2
Winstanley, S.	Preston, St. Paul's	Preston	.	.	2
Wood, H.	(Student)	.	.	2	.
Woodward, J.	Kibworth, Harcourt	Leicester	.	2	.
Worsfold, S.	(Deceased)	.	.	2	.
Wrench, E.	(Student)	.	3	.	.
Wright, F.	Kirkburton	Huddersfield	.	.	2
Wright, F. H.	.	.	.	.	3

MISTRESSES of BRITISH, WESLEYAN, and other PROTESTANT SCHOOLS *not* in connexion with the CHURCH of ENGLAND.

Atkinson, M. J.	Rugby, Wes. (Infants)	Rugby	.	.	2
Ball, E.	Hackney Road, Weymouth Terrace, B. S.	London	.	.	3
Belcher, J.	Derby, B. S.	Derby	.	3	.
Boughey, E.	Mayfield, B. S.	Manchester	.	.	3
Cruttenden, C.	Worthing, Wes.	Sussex	.	.	1
Davis, E. F.	Louth, B. S.	Lincolnshire	.	.	3
Dove, J.	.	.	.	1	.
Edwards, M. A.	Bangor, B. S.	Bangor	.	.	3
Elphick, E.	Tiverton, Bampton, Infts. B.S.	Devonshire	.	3	.
Ford, L. H.	South Islington and Penton- ville, B. S.	London	.	1	.
Gillespie, M. S.	Caermarthen, Lancasterian	Caermarthen	.	.	1
Goble, S.	Westminster, Wes. Training School.	Middlesex	.	.	2
Gregory, S. E.	Southwark Chapel, Wes.	Surrey	.	.	2
Hastie, S. R.	Sheffield Park, Wes.	Sheffield	.	.	3
Henderson, H.	Jarrow Chemical Company's, B. S.	South Shields	.	2	.
Hett, H.	Blidworth, Wes.	Mansfield	.	.	1
Hunter, M. J.	South Shields, B. S.	South Shields	.	.	1
Hunter, S.	South Myton, Wes.	Hull	.	.	2
Hussey, E. S.	Swansea, B. S.	Swansea	.	.	3
Jessett, E.	Bedminster, B. S.	Somerset	.	2	.
Magraw, A. E.	Liverpool, Harrington, B.S.	Liverpool	.	.	1
Medcalf, M.	Liverpool, Hibernian	Liverpool	.	3	.
Middleton, C.	Salford, Scotch Presbyterian	Manchester	.	.	1
Miller, M.	.	.	.	.	2
Olding, E. M.	Birmingham and Edgbaston, Industrial,	Warwickshire	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Parkes, M. J.	Warrington, B. S.	Warrington	.	.	2
Parnell, E.	Bristol, Lewin's Mead, B. S.	Bristol	.	.	1
Pearl, E. M.	Boston, Public School	Boston	.	.	3
Pitman, R.	Bethnal Green, Abbey Street	London	.	1	.
Pullar, G.	Halifax, Copley Factory	Halifax	.	.	2
Raleigh, S.	Manchester, Lower Moseley Street, B. S.	Manchester	.	2	.
Russell, E.	Darlington, Feetham's	Darlington	.	.	3
Smith, J. L.	City of London (Girls and Infants), B. S. (Harp Alley.)	London	.	1	.
Smith, M.	Patricroft, Mechanic's Institution.	Manchester	.	.	3
Stead, M.	(Deceased)	.	.	.	3
Steele, C.	Darlington, B. S.	Darlington	.	.	3
Stocks, L. D.	Kingsbridge, B. S.	Kingsbridge	.	.	3
Taylor, S.	Birmingham, Hurst Street, Domestic Mission.	Birmingham	.	.	1
Taylor, S.	Manchester, Rusholme Road, (Infants) Wes.	Manchester	3	.	.
Thomas, M. L.	Wavertree (Infants)	Liverpool	.	.	3
Tilley, R.	Faversham, B. S.	Faversham	.	.	3
Waddell, E. B.	Carlisle, B. S.	Carlisle	.	.	1

MISTRESSES OF ROMAN CATHOLIC SCHOOLS.

Buckley, J. F.	Hazlewood, R. C. S.	Duffield	.	.	2
Coffey, C.	Wigan, St. John, R. C. S.	Wigan	.	.	1
Duggan, C.	Stockport, R. C. S.	Cheshire	.	.	1
Durie, J. M.	Edinbro', St. Mary, R. C. S.	Edinburgh	.	1	.
Enright, E.	Litherland, R. C. S.	Liverpool	.	.	3
Farrell, C.	Townley, R. C. S.	Burnley	.	.	1
Gaynor, M.	York, St. Mary, R. C. S.	York	.	.	2
Hedley, M.	Hartlepool, R. C. S.	Durham	.	2	.
Hodgson, M. A.	Newcastle-on-Tyne, R. C. S.	Newcastle-on-Tyne	.	3	.
Kearney, R.	Birmingham, St. Chad, R. C. S.	Birmingham	.	.	1
M'Cormack, M. A.	Fulham, St. Thomas Cantuar, R. C. S.	Middlesex	.	.	1
M'Guirk, E.	(Deceased)	.	.	3	.
Mohain, E.	Edinbro', St. Mary, R. C. S.	Edinburgh	.	.	3
O'Shea, E. M.	Richmond, St. Elizabeth, R. C. S.	Surrey	.	.	3
Smallwood, M. T.	Stone, St. Ann, R. C. S.	Staffordshire	.	.	2
Stace, M. A.	Fulham, St. Thomas Cantuar, R. C. S.	Middlesex	.	3	.
Stedman, F.	Blackburn, Messrs. Sparrow's, R. C. S.	Blackburn	.	.	3
Waldron, M. S.	St. John's Wood, R. C. S.	London	.	.	3

MISTRESSES of Schools in SCOTLAND, in connexion with the ESTABLISHED CHURCH; and FEMALE STUDENTS in the EDINBURGH and GLASGOW TRAINING SCHOOLS.

Bain, I.	(Student, Glasgow)	Glasgow	.	.	3
Cowans, M.	Broomfield, Female School of Industry.	Glasgow	.	1	.
Dickson, M.	Daily, Parochial	Maybole	.	.	1
Forrester, J. C.	Penicuik, Lady Clerk's Industrial School.	Edinburgh	.	1	.
Fraser, A. M.	(Student, Edinburgh)	.	.	.	2
Frazer, C.	Gartsherrie, St. Mary's	Coatbridge	.	.	2
Gunn, E.	Musselburgh, Ladies' School	Edinburgh	.	2	.
Hutcheson, R.	Aberdeen, South Parish, Sess.	Aberdeen	3	.	.
Jeffray, J.	Paisley, Dickson's Female School, Abbey Parish.	Paisley	.	.	3
Low, B.	Dundee, Female Sess. Sch.	Dundee	.	1	.
M'Clymont, J.	(Student, Glasgow)	.	.	3	.
M'Pherson, J.	Perth (Infants)	Perth	.	.	3
M'Vicar, M.	Milton Lane, Industrial Sch.	Glasgow	.	2	.
Monro, C.	Cramond, Parochial	Edinburgh	3	.	.
Mowbray, L. R.	Kincardine, Lady Keith's	Aberdeen	.	1	.
Munro, M. W.	(Student, Edinburgh)	.	.	.	1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2d Class.	3d Class.
Orrock, J.	St. Andrew's (Infants)	St. Andrew's	.	.	2
Paterson, J. H.	(Student, Glasgow)	.	.	2	.
Peacock, A.	Dunfermline, Trinity, Epis. S.	Dunfermline	.	1	.
Porteous, R. M'Lean	(Student, Edinburgh)	.	.	.	2
Purdum, M.	Drymen, Industrial School	Dumbarton	.	1	.
Robertson, J.	Oswald, Infant and Industrial	Edinburgh	.	.	1
Roy, M.	(Student, Edinburgh)	.	.	.	2
Rutherford, A.	Edinburgh, Little Lochend's Close.	Edinburgh	3	.	.
Small, M.	St. Cyrus' Girls Schools	Bervie	.	.	3
Smith, M.	Whitehill, Colliery School	Edinburgh	.	1	.
Smith, M.	Glasgow, St. Paul's, Industrial	Glasgow	.	.	1
Spiers, J.	(Student)	.	.	.	2
Stalker, A. W.	Carriden, Girls School	Linlithgow	.	2	.
Taylor, M.	(Student, Glasgow)	.	.	1	.
Walker, M.	(Student, Glasgow)	.	.	1	.
Wright, C.	Kilsyth, Female	Glasgow	.	.	3
Young, E.	Kinnaird Larbert, Established	Falkirk	.	.	1

MISTRESSES of Schools in SCOTLAND, *not* in connexion with the Established Church; and
FEMALE STUDENTS in the TRAINING SCHOOLS of the Free Church (at EDINBURGH and
GLASGOW).

Boog, J.	(Student)	.	.	.	1
Bridie, E.	Glasgow, St. Matthew's, F. C. S.	Glasgow	.	2	.
Burkitt, E. M.	(Student)	.	.	.	1
Burns, J. U.	Dundee, Wallace Town, F. C. S. (Infants.)	Dundee	.	.	2
Burrows, E. F.	(Student, Glasgow)	.	.	2	.
Christie, M. A.	Montrose, St. John's, Free	Montrose	.	.	1
Clark, M.	Kilmarnock, Free High Ch. School of Industry.	Kilmarnock	.	1	.
Cole, M. C.	(Student)	.	.	.	2
Cooper, M.	(Student, Glasgow)	.	3	.	.
Fenton, E.	Dundee, St. Peter's, F. C. S.	Dundee	.	3	.
Gregory, S. E.	Southwark Chapel, Wes.	Surrey	.	.	2
Grove, M. A.	(Student, Glasgow)	.	.	.	3
Harty, C.	(Student)	.	.	.	2
Hay, A.	Auldearn, Innes, F. C. S.	Nairn	.	2	.
Hewitt, S.	(Student)	.	.	.	2
Hogg, C.	Aberdeen, John Knox, F. C. S.	Aberdeen	.	.	1
Honey, M.	(Student)	.	.	.	1
Hood, A.	.	.	.	.	3
Judge, E.	Ardrishaig, F. C. S.	Lochgilphead	.	.	3
King, E.	(Student)	.	.	.	1
Lawson, J. S.	.	.	.	.	3
Logan, M.	(Student)	.	.	.	3
Luckie, C.	(Student, Glasgow)	.	.	3	.
M'Alpine, H.	Haddington, Industrial	Dundee	.	2	.
M'Donald, H.	Edinbro', Dr. Thompson's, F. C. S.	Edinburgh	.	.	1
M'Lachlan, A.	.	.	.	.	2
Maxwell, C.	Newbigging, F. C. S.	Musselburgh	.	.	1
Mayer, H.	(Student)	.	3	.	.
Milligan, M.	(Student)	.	.	.	1
Mitchell, E.	Glasgow, F. C., Model School	Glasgow	.	.	2
Morris, C.	Dundee, St. Andrew's, F. C. S.	Dundee	.	.	3
Morrison, M. P.	(Student, Edinburgh)	.	.	.	2
Murray, M. A.	Edinburgh, Fountain Bridge (Infants), School.	Edinburgh	.	.	3
Naismith, H. C.	Bannockburn, Public School	Stirling	.	.	3
Pears, G. M.	(Student, Edinburgh)	.	.	3	.
Rae, J.	Alexandria, F. C. S.	Dumbarton	.	3	.
Rich, E.	(Student, Glasgow)	.	.	.	2
Smith, E. S.	(Student)	.	.	.	1
Smith, J.	(Student)	.	.	.	2
Taigh, A.	(Student)	.	.	.	3
Thorn, J.	(Student, Glasgow)	.	.	3	.
Tomlinson, A.	(Student)	.	.	2	.
Watson, E.	(Student)	.	.	.	1
Whimster, H.	(Student)	.	.	.	1

REPORTS ON NORMAL SCHOOLS.

Special Report, for the Year 1851, by Her Majesty's Inspector of Schools, the REV. HENRY MOSELEY, M.A., F.R.S., &c., on the National Society's and the Diocesan Training Schools for Schoolmasters.

MY LORDS,

IN compliance with your instructions, I have inspected the various institutions for the training of Church of England schoolmasters, which have been aided by public grants ; having been assisted in each such inspection by Her Majesty's Inspector of schools for the district in which the training school was situated. I have now to report to you the result of those inspections ; and of the examinations of these several training schools in writing, at Christmas 1850 ; which examinations were held for the conferring of certificates on such students as should be found to merit them, and of grants of money to the training schools, contingent, under the Minutes of 1846, on the obtaining of such certificates.

In the circular announcing the day of our inspection in each training school, my colleague and myself expressed a hope that we should have the opportunity of communicating personally with the committee of the school.

Interview
with the
committee
of each
training
school.

I have to acknowledge, on the part of my colleagues and myself, our sense of the courtesy with which these gentlemen have everywhere received us, and of their kind attention to the suggestions we have in some instances thought it expedient to make for the benefit of their respective institutions. I am disposed to place among the most important and valuable fruits of our inspection the means thus afforded us of laying before them its results, and, in some instances, of clearing up misapprehensions which had arisen in our official correspondence.

On the first day of our inspection the training school was allowed to proceed according to its usual course ; but we were present at the lessons given to the students, and we visited the buildings, and inquired into the domestic arrangements and the routine. The second, and, in some instances, the third days, were devoted to oral examinations of the students. Another day was given to an examination of the model school.

Method of
inspection.

The information we have been accustomed to collect as to the items of expense in training schools, and their statistics, having in some instances proved inaccurate, from the hasty way in which we have been compelled to make notes of them on the days of our examination ; and sometimes, perhaps, from the authorities of those institutions not having been able to

Printed
forms of
inquiry.

ascertain them with that care and attention which they would have given to the subject if an opportunity had been allowed of collecting them beforehand; we have this year, in pursuance of a plan adopted in elementary schools from the commencement of your inspection, transmitted a printed form of inquiries to each training school, to be answered in writing before the day of inspection, and also a form on which a list was requested to be written of the students in residence, with certain particulars in regard to each; and on which columns are provided for recording the results of the oral examination of each student. I have appended a copy of the first-mentioned of these forms (*Appendix A.*), in which I have made certain alterations suggested by the first year's use of it.

These papers, duly filled up, are now before me. The information contained in them, together with that supplied by the written Christmas examinations, places me in full possession of the educational progress of the several training schools during the last year, and of all that concerns their general administration and management.

What number of trained teachers are at present supplied annually to national schools.

Church elementary schools in England are at present supplied with trained teachers either from the National Society's training schools or from various diocesan and other local training schools. The training school of the National Society at Westminster, which trains the greatest number, sent out in the eight years which terminated at June 1851 (see Report of National Society for 1851,) 1,327 masters and mistresses, which is at the rate of 166 annually; and, assuming the number of masters and mistresses to be nearly equal, as they were in the preceding year, this gives an annual supply of 83 masters from that institution.

By returns now before me from the National Society's training schools at Chelsea (St. Mark's), Battersea, and Caermarthen, and from the schools at Cheltenham, Chester, Chichester, Durham, Exeter, and York, it appears that they have, since their first institution, trained collectively 1,456 teachers. The several dates of their institution are as follows:—Battersea 1840, Chelsea 1841, Caermarthen 1848, Cheltenham 1847, Chester 1839, Chichester 1840, Durham 1841, Exeter 1840, York 1841. All, except 2, having been established between the years 1839 and 1841, we may assume for them an average existence of 10 years, which will give an average annual supply from these training schools of 146 students.

The only other Church training schools are those at Winchester, Caernarvon, Lichfield, Lincoln, Norwich, and Oxford. These are very much smaller schools than those I have enumerated, and they do not, on a probable computation, supply more than 30 students annually.

The following is, therefore, probably, at present, the average annual supply of trained masters to Church schools:—

From Westminster	83
From the Church training schools under inspection	146
From other Church training schools	30

Total 259

By the returns to the inquiry instituted by the National Society into the state of Church schools in 1846-7, published in 1849, it appears that there were at that time in England 16,198 Church day schools, including 3,161 taught in dames houses. We shall not probably underrate the number of Church schools which may be supposed to offer situations for trained teachers if we assume these 3,161 dames schools to have been changed during the last 6 years into schools of a superior description, claiming to be taught by such trained teachers. On this supposition we shall have at present 16,198 teacherships, the annual vacancies in which are to be determined. Now the number of masters appears by the same returns (p. 5) to be to that of mistresses in the proportion of 7 to 11.* The number of masterships may then be taken at 6,299. Now 259 vacancies have on an average during the last 10 years actually been filled up in this number annually; which is at the rate of 4.1 per cent.

The number of new masters appointed during the last 10 years has been at the rate of 3.8 per cent. per annum on the number of masterships.

The present supply is influenced, 1st, by the fact that untrained teachers are in many places being replaced by trained ones; and, 2dly, by the poverty of many schools rendering it impossible that they should, when vacancies occur, in the ordinary course of things, fill them up with trained teachers. For both these causes, the supply of trained teachers must be assumed to be in an abnormal state. They tend, however, to neutralize one another. I have thought it expedient, under these circumstances, to inquire what annual supply of trained teachers would be required if the existing schools were supplied with no others; and when the ages of teachers range between the same limits as those of the rest of our population.

This an abnormal state of the supply of teachers.

Let all these masters be assumed to be above 25 and under 65 years of age, and let the rate of mortality among them be supposed to be that of the Carlisle tables, then will 1.5184 per cent. of their number die annually, and 1.6682 per cent. will reach the age of 65, and be superannuated†, making for

The probable number of vacancies created by mortality and superannuation is 3.18 per cent. per annum.

* I have not used the table of the number of paid teachers on p. 5 of the National Society's returns, but that of the number of schools on p. 2, for fixing the number of teacherships, because the former table obviously includes paid Sunday-school teachers. Assuming them to be 3,641 in number (p. 2), the numbers do not materially differ.

† I have made this calculation from a table of Professor De Morgan's, given in the Companion to the Almanack for 1842.

the total annual number of vacancies by death and superannuation 3·1866 per cent.

To this number of vacancies is to be added the number created by masters who leave the profession of the teacher for some other; and—in reference to a transitional state of education, such as that with which we have at present to do,—there is to be added the number of vacancies created by the displacement of trained by untrained teachers.

Number of
vacancies
created
annually in
teacherships
in Prussia.

The only precedent which I am able to refer to in this question of statistics, is that of the Prussian schools. From the report of M. Cousin (*De l'Instruction Publique*, &c. Paris, 1840, Vol. I. p. 351), I find that, up to the year 1831, the experience of the Prussian training schools had given the vacancies supplied by trained masters in the proportion of 3·2 per cent.; being 700 for 21,895 teacherships.* A number of masters still, however, continuing to be supplied from other quarters, the total number of vacancies then occurring was calculated by M. Cousin at 4 per cent.

The state education of Prussia was, however, in the five years preceding 1831, transitional. The schools had during those years received new vigour and a great development. It is to be supposed, therefore, that there was in that time more than an usual number of superannuations, and that many untrained, were replaced by trained teachers.

One result of this abnormal state would be the introduction of more than an average number of young lives into the community of teachers, to be followed by a diminution in the annual mortality and superannuation.†

I find evidence of this in the statistics given by Mr. Kay, in his work on the Social Condition and Education of the People of England and in Europe. (Vol. II. p. 230.) In the year 1843 (12 years later than the period to which M. Cousin's report refers) there were 29,631 teacherships of primary schools in Prussia. And to supply the vacancies in these, there were 43 normal colleges, containing 2,546 students. As the prescribed time of residence in these colleges is three years, this gives an average annual supply of 845 new teachers, and implies 845 annual vacancies in the 29,631 teacherships, which is at the rate of 2·851 per cent. per annum.

* The Prussian masters being appointed on an average at 24 years of age, the probable time during which each will continue to fill the office of the teacher is stated at 33 years 4 months.—(Cousin, Vol. I. p. 352.)

† I know not whether an indication of this fact is to be found in the regulations of the normal school at Potsdam, by which the number of vacancies to be calculated on in the province of Brandenburg is stated at 2 per cent. of the teacherships.—(Rapport par M. Strier, Cousin, Vol. II. p. 99.)

On the whole, therefore, it appears that—

Summary.

	Per Cent. per Annum.
The vacancies in masterships created by death and superannuation alone may be calculated, according to the rate of the Carlisle tables, to average	3·1866
Annual vacancies filled up by trained masters, according to the experience of the Prussian normal schools (1831)	3·2
Estimated <i>total</i> annual number of vacancies in the masterships in Prussia in 1831, according to Cousin	4·
Vacancies filled up annually by trained masters, according to the experience of the Prussian normal schools in the year 1843	2·851
Average annual number of vacancies filled up by trained masters in England during the last 10 years	4·1

If it be assumed that the untrained teachers who have been displaced in England from a higher grade of schools by trained teachers have found places in a lower grade, the question of statistics, so far as it affects the training schools, will be the same as though there had been no such displacement.*

Probable future proportion of the annual vacancies in masterships

When this displacement of the teacher comes to involve the alternative of seeking of a new career in life for him, or actual destitution, it will proceed more slowly. The augmentation of salary which your Lordships offer to certificated teachers will, on the other hand, be a strong inducement to the promoters of schools to secure the services of such teachers, whenever the opportunity occurs. When the prejudices which still in some quarters impede the progress of education shall have passed away, these will be almost exclusively trained teachers, and it is probable that an increased demand for trained teachers will thus be created.

Another consideration which seems to render probable a greater proportion of vacancies in England than elsewhere, not only in our present transitional state, but permanently, is the greater number of openings afforded by the manufacturing and commercial occupations of our people; and, by our colonies.

The first step to be taken in supplying the educational wants of the country was to provide for a supply of competent teachers. Every other pre-supposes that. Whatever voluntary efforts might be made by the people of this country to promote education, or whatever the legislature might enact, would have been of little avail unless a new race of teachers should first have been created to give effect to it. For this pur-

The pupil-teachers.

* The almost entire dependance of the schools in many rural districts on the contributions of the clergy, whose means are already taxed to the utmost, and the low salaries which, under these circumstances, are given, will probably for a long while make it impossible to replace the present teachers in such places by more efficient ones.

pose time was necessary. No voluntary contribution, however liberal, or Act of Parliament, however stringent, could have called such a body of teachers into existence at once. Your Lordships Minutes of 1846 met this first want of education. Under the provisions of those Minutes a body of teachers has steadily been creating, under circumstances calculated to secure to them the confidence of the friends of education ; and, —from the way in which you directed them to be selected and trained,—likely to be equal in all respects to the responsible office with which they are to be charged.

Some of these young persons have now completed the first stage of their training ; and next year, and in every successive year, a considerable number will be ready to enter on their work.

I am justified, by the concurrent testimony of the clergy and other promoters of schools who have watched over these young persons during their apprenticeship, in speaking of them, as, up to this period, affording evidence, for the most part, of the formation of that character, and the development of those principles, which are to be desired in an elementary teacher. The recent examination for Queen's scholarships shows them, in regard to ability and attainments, and in aptitude for teaching, to be greatly in advance of the class of persons hitherto admitted to our training schools.

You are now, therefore, in a position to provide, to its fullest extent, for the educational wants of the country ; whenever schools shall be ready sufficient in number for these teachers to conduct, and suitable stipends for their maintenance.

Struck by the remarkable advantages which the education of the country has derived from the application of the pupil-teacher system, not only with reference to the formation of teachers, but the good management and the support of schools, some persons appear to have imagined that it was capable of such an extension as to provide entirely for our educational wants. Such persons cannot, I think, have reflected that the number of pupil-teachers which can be appointed is necessarily co-ordinate with the demand for teachers. For it could not but be a matter of grave consideration to your Lordships, whether you should educate young persons for the office of the teacher, for a large proportion of whom it was probable, indeed certain, that employment in that office could not hereafter be found.*

Taking, at a venture, the present annual demand for trained masters in England at 5 per cent. on the number of master-

* I have heard it alleged that such young men would always find occupation as clerks, and the young women as nursery governesses, and the like. Before such a presumption as this is acted upon, it would be necessary to inquire whether there are not already plenty of candidates for these appointments.

ships, which is 2 per cent. more than is given by the experience of Prussia, the present 6,399 masterships will yield 320 vacancies annually.

The number of pupil-teachers who will complete their apprenticeships in Church schools in this and in the next three years is as follows :

1851	-	35	1853	-	850
1852	-	281	1854	-	876

making an average of 510 annually. If two thirds of these be assumed to be boys, which appears to be about the proportion, we shall have an annual average supply of 340 ; and taking into account the number of these pupil-teachers whose friends may at the close of their apprenticeships, or before, be found to have provided for them some other career in life, and the extraordinary demand which cannot fail during the first few years to be created for this class of teachers, there appears to be a probability that the supply will not, for the present, exceed the demand for them. Whilst your Lordships' measures have thus been directed, by a wise caution, to provide by the pupil-teacher system for the supply of an adequate number of teachers, it is obviously, however, impossible that you should so extend that system, under its present form, as to provide by means of it in any general way for the efficient teaching of schools.

It has indeed already reached its limits. As long as there remain only the present number of 6,399 masterships, there cannot occur more vacancies annually in the office of master than the existing number of pupil-teachers will supply.

The total number of Church schools in which pupil-teachers are appointed is only 1,152 ; which, as there are 16,198 Church schools in the country, is but 1 in 14 of their whole number ; and yet already the limits of the pupil-teacher system are arrived at. Thirteen out of every fourteen schools have, therefore, no pupil-teachers, and cannot have, unless the number be diminished in those which at present have them.

The impossibility of any such an extension of the pupil-teacher system as I have referred to is yet more strikingly shown when we take into account that there were in 1846-47, 458,965* boys attending day Church schools in England ; so that, allowing on the average one pupil-teacher to every 60† boys, there should be 7,649 male pupil-teachers at present employed ; which would give, as their apprenticeship lasts 5 years, an average annual supply of 1,530 masters, being at the rate of nearly 24 per cent. on the number of masterships ; *or eight times as many as would be wanted.*

* National Society's Return, 1846-47. Page 3.

† This average proportion is at present, I think, exceeded.

modification
the pupil-
teacher
system, by
which it ad-
vances of a
greater de-
velopment.

The pupil-teacher system, so well adapted to our present exigencies, under the form in which it was established by the Minutes of 1846, will probably receive from your Lordships some modification when it is applied to a more advanced stage of the education of the country. Among other expedients which might be devised for providing by means of it, to a greater extent than at present, for the efficient management of schools, without increasing the number of persons who will ultimately become candidates for the office of the teacher, is one which I proposed in my report on St. Mark's College for the year 1845*, to the effect that, out "of a number of children" selected upon examination to hold exhibitions in schools "during one year (the first) a less number should be selected, "similarly taken, to hold exhibitions of a greater value during "the second, and of these, again, a yet less number, to hold "other exhibitions of greater value during a third year," who might be continued to the end of the five years. By this arrangement, whilst a much greater number of young persons might be employed in schools in the capacity of pupil-teachers than at present, only the same number would ultimately become teachers, the remainder being absorbed into the industrial callings of their various localities.

the aug-
mentation of
the salaries
of certifica-
d teachers.

The only part of the Minutes of 1846 which appears to admit of an unlimited application to the educational wants of the country, is that which provides for the augmentation of the salaries of teachers. The total number of teachers of Church schools to whom augmentations were payable on the 31st Oct. 1851 was 644, being about 1 in 25 of the whole number of such teachers.

The experience of our examinations seems to show, that a less proportion of the existing teachers who are without certificates,—being 24 out of every 25,—will each year present themselves as candidates for them; the number of old teachers who consider themselves to have any chance of obtaining such certificates, every year exhausting itself. Moreover, the admission of a new class of candidates for certificates, in the pupil-teachers, far more advanced in knowledge, and of greater ability, cannot but tend to raise the standard of the certificates, and increase the difficulty of old teachers getting them.

For both these reasons, therefore, the extension of your aid by augmentations of salary to schools at present taught by uncertificated teachers, appears, in the majority of cases, to involve a displacement of those teachers, and the filling of their places by others who have obtained your certificates. This cannot, under any circumstances but be a gradual and a slow process.

* Minutes 1845, Vol. 1., page 344.

Many of those teachers have merited the personal esteem and the confidence of the managers of their respective schools, and, however desirous they may be to employ more competent persons, they will not lightly place those schools in other hands. Some of them although bad scholars are excellent school-keepers, and it would not probably be for the advantage of the schools to change them. The promoters of many schools will, moreover, be deterred from any such change by the prejudices which are yet rife on the educational question. But by far the greater number will be deterred by the additional expense which any such change cannot but involve; an additional expense which in country parishes will fall upon a few individuals, and which they will be found unwilling, and, in the case of the clergy, unable, to incur.

By the returns to the National Society for 1846-47, to which reference has before been made, it appears that

The total amount of salaries paid in that year to 25,601 teachers, including 3,641 paid Sunday-school teachers, and 4,051 paid monitors, was* £ 568,448

If we suppose the *whole* of this sum to have been paid to the 16,277 day teachers, and the 1,632 assistant day teachers, we get for the average salary of a teacher - 31*l.* 14*s.*

This average supposes, however, the division among the day teachers, in addition to their own salaries, of the salaries of 4,051 paid monitors and 3,641 paid Sunday school teachers. We are therefore probably above the mark when we assume 30*l.* to have been in 1846-47 the average stipend of a Church day school teacher in England. Nor do the stipends of teachers, in rural districts at least, appear to have advanced much since that period, for by the official abstract of returns made by the clergy of the diocese of Hereford, in reply to a circular issued by the bishop, and dated November 1851†, I find that of the 14 rural deaneries of that diocese there were *four* in which the salaries of teachers averaged less than 25*l.*, and only *one* in which they averaged more than 30*l.*

In one deanery of 24 parishes the stipends averaged 22*l.* 6*s.*, and in another, containing 19 schools, they averaged 23*l.* 19*s.*

For the 16,277 day teachers whose stipends are included in the National Society's returns there were provided 5,285 teachers houses‡, besides 3,161 dames cottages, being residences for about half their number.

I have before me returns of the stipends paid in their respective schools to the masters who left 5 of the principal

The average stipends of teachers in Church schools.

One half of teachers have residences provided in addition to their stipends.

The stipend of trained teachers.

* Returns, National Society, 1846-47. Page 5. This sum includes the estimated pence, &c. paid in addition to salaries in some cases.

† Printed by Head, Hereford. 36 of these schools are supported wholly by the clergy.

‡ Returns, National Society, 1846-47. Page 4.

training schools in the year preceding the dates of these returns, which are all in the year 1851; and I have collected from them the lowest, what appear to me to be the mean, and the highest.

(+ H stands for house, and + P for children's pence in addition to salary.)

	Lowest.	Mean.	Highest.
	£	£	£
Battersea	50	60 + H	90 + H
Chelsea (St. Mark's)	40	60	80 + H
Cheltenham	50 + H	70	100 + H
Chester	50	50 + H	80 + H
Exeter	40	35 + H	53

These stipends are of course paid in addition to any government augmentations of salary which those teachers receive who hold your Lordships' certificates. It will at once be seen how completely they place trained teachers beyond the attainment of the vast majority of our elementary schools; whose average stipends are only 30*l*.

Whilst we are claiming of the elementary teacher higher attainments and greater professional skill than heretofore, and providing that the office shall be filled by persons of more ability than have hitherto filled it, it would scarcely be reasonable or just to assign to them, in our calculation, lower salaries than teachers have hitherto been accustomed to receive; unless those salaries can be shown to be exorbitant.

It is not easy to fix upon the standard by which a reasonable salary for a teacher should be adjusted. Any stipend below the highest wages of the best skilled workman would, however, in a country where nothing is considered good that is cheap, and among people who resolutely measure the gradations of rank according to income, place him in a false position, morally and socially. He will, for the future, not unfrequently be a man of an accomplished mind, and, generally, of good manners. His motives will, it is to be hoped, be referred to a high standard, and he will be possessed of ability and energy in all that belongs to his profession. He will be charged with the most responsible office in the parish, next to that of the clergyman. Personally he will generally be entitled to his respect, and in some cases he will be honored with his friendship. It is scarcely justice to him, under these circumstances, and it is not for the interests of the parish or his school, that his income should place him on the level of the village carpenter or blacksmith.

The conclusion which I draw from these facts is, that Government aid, by the augmentation of teachers' salaries, however admirably adapted to that use, of creating a new and more efficient body of teachers, to which your Lordships have

applied it, is not, any more than the pupil-teacher system, capable, *under its present form*, of any such general extension as would meet the educational wants of the country.

The number of children in England of an age to go to school, i.e. from 3 to 13, or from 4 to 14, is probably about $\frac{4}{17}$ ths* of the entire population, and therefore at present amounts to about 4,217,104; the population of England and Wales at the last census being 17,922,709.

If we assume 60 as the average number of children attending a school, we shall find 70,285 teachers to be necessary for the education of these children. Supposing half of them, that is, about one-eighth of the population, to be in Church schools, which is the proportion claimed by the National Society, we obtain 35,142 for the number of Church school teachers. And these, allowing 4 per cent. of the teacherships† to become vacant annually, and to be filled up by trained teachers, will give an annual demand for 1,405 such teachers. Supposing the masters to be, as heretofore, in the proportion of 7 to 11 to the mistresses, this gives us vacancies for 546 church schoolmasters annually.

With these facts before me as to the probable future demand for trained teachers, I proceed to report to your Lordships what is the present supply of such teachers, and what provision has been made to meet that anticipated greater demand.

* Minutes, 1845. Vol. I. p. 335. This proportion is taken according to the census of 1841. It is not probable that the recent census will be found materially to have altered it.

† See page 275 of this report.

meet the educational wants of the country.

The probable demand for trained Church school-masters in a more advanced state of the education of the country.

The present supply of trained Church schoolmasters.

Name of College.	Date of its Establishment.	Whole Number of Students trained in it since its Establishment.	Number of Students for whom Accommodation is provided.	Prescribed Time of Residence in Years.	Annual Fee.	Number of Students of Time at Inspection, including Queen's Scholars.	Number of Queen's Scholars resident at Time of Inspection.	Number of Students who entered during the Year preceding the Inspection.*	Number of Students who left during the Year preceding the Inspection.*	Number of Students who obtained Certificates at Christmas 1850.	Number of Queen's Scholars admitted at Christmas 1850.	Amount of public Grant awarded under the Minutes of 1846, on account of Students who obtained Certificates at Christmas 1850†, and on account of Queen's Scholarships.
Battersea -	1840	432	79	1 to 2	£ 25	36	2	24	32	17	2	£ s. d. 425 0 0
Caermarthen -	1848	95	60	2 to 3	21	38	—	25	29	13	—	290 0 0
Chelsea, St. Mark's	1841	195	70	3	25	53	10	28	15	23	10	770 0 0
Cheltenham -	1847	101	90	1 to 3	25	56	6	30	24	15	6	475 0 0
Chester -	1839	285	75	1 to 5	25	36	3	29	26	14	3	360 0 0
Chichester -	1840	49	24	2	20	8	—	4	6	—	—	—
Durham -	1841	80	23	1½	14	21	—	7	11	5	—	105 0 0
Exeter -	1840	46	25	1 to 5	18 to 20	20	—	5	10	—	—	—
Highbury (Metropolitan).	1850	—	80	Not less than 1 Year.	25 for 1st Year, then 20.	37	—	37	—	—	—	—
York and Ripon -	1841	173	55	1½ to 3	25	45	2	24	19	10	3	300 0 0
Total	Average 1842.7	1,456	581	Average 2	Average 22	350	23	213	172	97	24	2,725 0 0

* This year does not in every case terminate at the quarter day next preceding the inspection. This ambiguity will, I hope, next year be removed.

† Minutes, 1850-1, p. cv.

From the above table it appears that these training schools, 10 in number, were established generally between 9 and 10 years ago; that they have sent out in that time 1,456 students, or, on an average, 155 annually, or from 15 to 16 from each training school; that the number of resident students has increased during the last year by 41*, being between one eighth and one ninth of the whole; that they were at the time of inspection about three-fifths full, 350 students being then resident in them, whereas they offer accommodation for 581; and that 17 of the resident students were Queen's scholars.

As the average period of the residence of the students in these schools is two years, and they will all probably next year be filled, we may calculate upon a regular supply of 290 schoolmasters from them annually. But there are other large training schools in progress at Westminster and Birmingham, and there are diocesan schools, not under inspection, which supply not less probably than 30 masters annually. If therefore the calculation I have made (p. 277.) of 320 vacancies annually in Church schools,—in the present transitional state of education,—be correct, it is plain that we have already training schools enough; and this would even be true of a more advanced state of education when the Church had one eighth of the entire population in her schools,—supposing that state to have become a permanent one,—for then (see p. 281.) the number of vacancies in the office of master would only be 546 annually, being 4 per cent. on the number of masterships. The attention of the friends of education should rather, therefore, be directed to perfecting the existing training schools than to erecting others.

The present Church training schools, and those which are in progress, are sufficient to supply masters for Church schools.

I have thought it important to make this summary of the existing state of the training schools, because they appear to me to afford conclusive evidence of the expediency of those measures by which your Lordships are about to provide that an increased number of students shall attend these institutions, and that funds shall not be wanting for their efficient maintenance.

I have, moreover, thought it expedient to place the probable supply of trained teachers side by side with the probable demand, lest—in the encouragement your Lordships have given to the erection of training schools—the just balance and proportion of these should be lost sight of, by the friends of education.

* The Highbury (Metropolitan) School having been established during the last year, if we would estimate the increase of the previous year in the previously existing institutions, we must deduct the 37 Highbury students from the aggregate increase of 41; there remains then only 4 for the increase of the students in training in the previous year.

necessity of
support
from the Go-
vernment
or the
efficient
main-
tenance of
training
schools.

Neither does the experience of this or of preceding years seem to show that without the aid and encouragement offered by your Lordships' Minutes these institutions would be filled with students, or an adequate supply of competent teachers be provided. Those on which I reported to you last year remain but little more than half full, and although 23 Queen's scholars have been sent to them, yet the total increase in their numbers is only 4.

the expense
of mainte-
nance.

The returns made to me include a full statement of the income and the expenditure of these training schools. Your Lordships will probably deem it expedient that the digest of these returns, which I have prepared for your information, should be published from time to time, but not every year.*

College.	Total.		Number in respect to which Average is taken.	Expenditure per Head.			
	Income.	Current Expendi- ture.		Tuition.	Board and other current Expenses.	Medical Attend- ance.	Total.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chester	1,867 4 11	1,867 14 11	35	24 9 9½	22 2 2½	—	46 12 0
Caermarthen	1,901 15 0	1,640 9 7½	31½	19 16 0	30 6 0	1 3 0	51 5 0
Chichester	642 14 6	659 12 6	10	25 8 0	39 8 2	1 3 0	65 19 2
Durham	637 11 8½	619 8 9	15	14 16 4	26 5 1	0 4 6	41 5 11
York and Ripon	2,150 1 1½	1,859 10 1	48	12 2 1½	25 17 5½	0 15 0	38 14 7
Battersea	2,872 0 0	2,700 0 0	40	24 0 0	42 5 0	1 5 0	67 10 0
Chelsea							
Mark's (St.)	5,916 12 11	4,406 8 3	60	21 18 0	50 6 8	1 3 4	73 8 0
Exeter	978 10 4	998 17 0	20	14 15 0	34 16 9	0 7 1	49 18 10
Cheltenham	2,277 0 0	2,237 7 0c	35	22 0 0	41 12 8	0 5 0	63 18 4
Total	19,243 10 6	16,989 8 1½	294½	Average 19 18 4½	Average 34 15 8	Average 0 14 0	Average 55 8 0

* The high average expense per head for tuition at Chichester is obviously to be attributed to the small number of students.

^b The expenses at Battersea are not to be taken as a usual average. The present principal only took charge of it in the last quarter of the year, whose expenses are given above. Before that time its management was unsettled.

^c The expenditure this year at Cheltenham includes several large charges for the plant of the institution.

The first year of the history of the Highbury (Metropolitan) School not being completed, I have no return of the expenses of that institution.

* For reasons assigned in a note to my report last year, page 33, an error occurs in the account I have there given of the expenses at the York and Ripon Training School. I have received the following statement from the Principal :

Number of Students in respect to whom the Average is taken.	Tuition.	Board.	Washing.	Wages and Board of Servants.	Fuel, Lights, and Chandlery.	Linen, Crockery, and Repairs.	Medical Attend- ance.	Books, Apparatus, Printing, &c.	Sundries, including Garden.	Total.
	£	£	£	£	£	£	£	£	£	£
40	14½	8½	4½					1½	1½	33
52 boys of yeoman's school.										

My statement of the expenses of St. Mark's College, which had reference to the year terminating at Midsummer 1850, would, it appears, have been considerably

From this digest it appears that the total income of 9 training schools, arising from the fees of pupils, from voluntary subscriptions, and from your Lordships' grants, is 19,243*l.* 10*s.* 6*d.*, and that their total current expenditure for the last year was 16,989*l.* 8*s.* 1½*d.** Their income appears by the returns now before me to have arisen chiefly as follows :

	£	s.	d.
By Government grants	1,976	5	0†
By fees of students paid by themselves or their relatives	5,791	9	0
By grants from various boards of education, being the produce of voluntary contributions	6,198	3	0
By subscriptions and donations specially for the use of the training schools	3,668	10	0
By exhibitions founded by private patrons	632	10	0
By the profits of commercial and yeomen's schools taught in connexion with the training schools	320	9	0

The cost incurred per student per annum for tuition varies from 12*l.* 2*s.* 1½*d.*, to 24*l.* 9*s.* 9½*d.*; the cost for board and other current expenses of maintenance, from 22*l.* 2*s.* 2½*d.*‡ to 50*l.* 6*s.* 8*d.*; and for board alone from 9*l.* 8*s.* to 17*l.* The cost per student per annum for medical attendance ranges from zero (at Chester) to 1*l.* 5*s.*

We limited our oral examination in every case to those subjects which the students will themselves be required to teach when they become the masters of elementary schools. In doing this we were influenced by the consideration that where so many students were to be examined in succession, it was necessary to limit the subjects of examination to those which might be considered the most important.

My colleague and myself both took part in the oral examination in Scripture. His examination being generally directed to the outlines of Scripture history, and to questions of Scripture criticism, and my own more minutely and textually to the subject matter of one of the Gospels and the Acts of the Apostles. We propose to pursue the same course next year, the Gospel taken, with the Acts of the Apostles, being that according to St. Matthew.

Oral examination.

less if it had referred to the year ending March 1851, to which time the annual statement of the college is made up.

* The surplus has been for the most part expended in buildings, 1,820*l.* 4*s.* 2*d.* having thus been expended at St. Mark's College alone.

† This sum is that returned to me from the several training schools. It refers, it will be observed, in each case, to the twelvemonth preceding the date of returns. The difference between it and the sum of 2,725*l.* stated in the table in page 262 as that payable on account of certificates and Queen's scholarships is thus explained.

‡ The estimated cost of board at York and Chester is materially diminished by including the board of the boys of the yeoman and commercial schools at those places in their respective averages.

Each student read to us a passage from Milton, and was required to parse a portion of it. Several sums were worked by each, with a view of ascertaining what skill they had acquired in arithmetical computation.

In geography they were specially examined as to their knowledge of the map, under the conviction that whatever other acquaintance they might have of geography without *this* would be comparatively valueless to them. The schoolmaster should have learned his map as he would a book ; its outline should be traced sharply and distinctly on his mind. It is one of the principal instruments which—under the form elementary instruction has up to this time received—he will have for educating his scholars with.

In English history we were obliged to limit ourselves very much to the ordinary text books of schools, with a feeling of regret that no work on history has yet been placed in the hands of the students in training schools well adapted to their use.

This oral examination in some of the subjects taught in training schools, which, from the nature of it, cannot but be cursory, and which is intended to be textual, and specially directed to first principles and to details, is by no means intended to supply the place of that more careful examination into the general bearings and higher developments of every subject which is the object of the Christmas written examinations ; nor is it intended at all to discourage the study of other subjects than those of elementary instruction in training schools. So far as this question is at all involved in it, it only claims that the first place should be assigned to elementary subjects, and that they should be considered indispensable.

Its object is simply to ascertain whether the students are, in the first place, well instructed in those things which they will have to teach in their schools.

In my last examination I called your Lordships' attention to the way in which the principle we have adopted, of including in our Christmas examination papers questions in all the subjects which may have been taught in any of the training schools has been misinterpreted. Understanding it to be your Lordships' wish that we should not interfere, however remotely, with the course of instruction prescribed in any training school, and that you were willing, in addition to the strictly professional subjects of a schoolmaster's instruction, to give him credit for positive and definite acquirements in any other departments of knowledge to which his attention might have been directed, we were obliged to set questions in a great variety of different subjects. This has been understood in some instances as an encouragement to candidates to seek a smattering of knowledge in all these subjects. A delusion

expediency
of limiting
the subjects
of examination
for certificates.

into which they have been the more ready to fall, as it is a much easier thing to get a little knowledge on the surface of a great many things than to master one.

It would scarcely, perhaps, be possible, in any way more effectually to prejudice the character of the schoolmaster than by encouraging in him this disposition to rest contented with thin knowledge spread over a wide surface. I venture again, therefore, as in my two former reports, to submit to you the expediency of classifying the subjects of examination as follows :—

1st. The subjects proper to elementary instruction.

2d. Literature.

3d. Science.

And of providing, *first*, that no certificate should be granted to *any* candidate who does not exhibit a thorough knowledge of all the subjects included under the first division ; *secondly*, that these qualifications alone should entitle him, according to the degree in which he possesses them, to a certificate of *either of the three classes* ; that is to say, that any certificate, from the lowest to the *highest*, should be attainable by him by the study exclusively of the subjects which he teaches, or will have to teach, in his school, according to the degree of his knowledge of these subjects, and the degree of his skill in teaching them, and *in managing his school*.

The subjects proper* to elementary instruction I understand to be these :—

1. Scriptural knowledge.
2. The English language.
3. Arithmetic.
4. Geography.
5. English history.
6. Teaching and school management.
7. Vocal music.
8. Model drawing.

With respect to other departments of knowledge,—real attainments in which your Lordships would be desirous to take into account, lest you should seem by your examinations to interfere with the courses of instruction which the authorities of different training colleges have prescribed, or with the direction which each, according to the views of its promoters, has a tendency to take,—I would venture to recommend, *thirdly*, that each candidate desirous of having his examination extended farther, having given previous

* By this term I do not mean to specify the subjects which are, according to my judgment, the most suitable for the instruction of poor children, but those which the practice of education has ruled to those which are for the present to form the staple of their instruction.

notice of his intention to do so, shall select one of the other two classes of subjects, and that his farther examination shall be limited to one or at most two subjects of that class. An arrangement which leaves so wide an option will not, I believe, seriously interfere with the course of instruction in any training school.

I have before reported to your Lordships my constant experience of the inability of schoolmasters to do justice to the useful instruction contained in some of the reading-lesson books now commonly used in schools, by reason of their own ignorance of the subject-matter of those books; which, strange as it may appear, remains unshaken by their constant habit of reading them with the children. The result is, that the subject-matter of the book becomes practically of little importance; all the advantage that might be derived from it for the instruction of the children is thrown away; they and the teacher remain equally ignorant of what it was intended to teach; and it is degraded into a mere implement for the mechanical teaching of reading; a use which any other book, with as many hard words, would have served equally well.

I should not have stated this fact thus positively if I had not often verified it.

I have ascertained that the reading-lesson books which are most generally used in the higher classes of schools are the Fourth and Fifth Reading-lesson Books of the Commissioners of National Education in Ireland, and that known as M'Culloch's "Course;" and I propose, with your Lordships' permission, as a means of remedying this evil, to set, in the paper on school management, at Christmas 1852 one section of questions from sections I. and IV. of the Fourth Irish Book, and another section from sections I. and III. of the Fifth Irish Book, and also two sections of questions from M'Culloch's Course; leaving to the students the option of the two Irish books or M'Culloch's, but not allowing them to answer from both.*

The text books on experimental science which I have been accustomed to recommend are "Fowne's Manual of Elementary Chemistry,"† and Dr. Wilson's "Chemistry."‡ My questions have never extended beyond the first part of the former (which treats of physics), and the first 160 pages of the latter.

Under the head "industrial mechanics" I set last year a

* Messrs. Griffin, of Baker Street, have it in contemplation, I believe, to publish a series of large diagrams for Schools, illustrative of the Irish Lesson Books.

† Published by Churchill, London, price 6s.

‡ Published in Chambers' Course, price 3s. 6d.

section of questions from Mr. Tate's recently published work, entitled "*Elements of Mechanism*,"* and propose to do so next year. I mention this because such questions have not heretofore been included in the industrial mechanics paper.

In all the reports which I have had the honour to lay before you, I have insisted upon the great advantage and use to the elementary teacher of some such knowledge of the principles of experimental science as might enable him to teach the children something of that kind of science which has to do with the ordinary occupations of life,—with our food, our clothing, our health, and the daily labour of our hands.

Nothing is more certain to everybody acquainted with these subjects, or more entirely confirmed by experience (as for instance in the King's Somborne School), than that this kind of knowledge may be taught in elementary schools with success; that the children take great pleasure in it; and that it has a great educative power with them, tending to open and develop their minds, by accustoming them to reason, and to understand about the things amongst which their lives are to be passed, and which concern their daily avocations and personal well-being.

Notwithstanding the undeniable truth and the general admission of this, I have to record that in no single training school is there (so far as I can learn) a course of instruction laid down and systematically pursued for instructing teachers in this kind of knowledge. There is an inveterate tendency to consider these, not as subjects of study but of amusement. The result is, that, practically, the students know little or nothing of them; and that when they attempt to give lessons on what is called "the science of common things,"—as from the interesting character of such lessons they have a great tendency to do,—they simply fall from one error to another.

In reality, subjects of this kind can only be mastered, to any useful result, by systematic study, and the low state of attainment in which students have hitherto been accustomed to enter our training schools has compelled the devotion of so much time and attention to the elementary and technical parts of instruction as to leave no leisure, except for the superficial study of these things.

In regard to the new class of students, this difficulty will, however, no longer exist. They have made good progress in all that belongs to technical and elementary instruction, and

* Longman and Co. This work must not be confounded with Mr. Tate's *Exercises on Mechanics*. The word "mechanism" is to be understood in a different sense from mechanics.

they have the leisure and the ability to enter on the systematic study of all that belongs to the professional duties of a school-master.

It is, therefore, with great satisfaction, that, on the application of the Cheltenham training school for a grant for the purchase of apparatus in experimental science, I have received your Lordships' instructions (*Appendix B.*) to submit to you a list of such apparatus adapted to the use of a training school, and a second list adapted to elementary schools. I believe that your Lordships' wish to encourage this kind of knowledge will be generally appreciated by the friends of education, and that the promoters of elementary schools and of training schools, whenever they shall find it in their power, will gladly give to some portion of the instruction of those institutions so useful a direction.

I have appended to this report copies of the questions proposed to the candidates for certificates in the training schools at Christmas 1850. These candidates were, first, students who had resided one year, and, secondly, school-masters who had been trained in these schools, and who returned there to be examined.

In the following table will be found stated the number of candidates in each training school, together with their average time of residence.

Name of Training School.	Number of Candidates.	Average Time of training.	
		Years.	Months.
Battersea	43	1	2½
Caermarthen	30	1	6½
Chelsea, St. Mark's	49	2	1½
Cheltenham	30	1	5½
Chester	40	1	9½
Durham	11	1	7
York	29	1	5½

The first of the two following tables contains an abstract of the numbers per cent. of the candidates in each of the several training schools, whose exercises were reported favourably upon *in those subjects which belong to elementary instruction.* In the second I have done the same in regard to the *higher subjects.*

These numbers are given in respect to each subject of instruction, and may be received as, in some sense, measures of the several standards of *attainment* in those subjects.

If they be divided by the average times of the residence of the students, they become, in the same general and indefinite sense, measures of the average amount of attainment made every year in those subjects.

Number per Cent. of Candidates in each Training School whose Exercises were classed.		EXCELLENT OR GOOD.								EXCELLENT, GOOD, OR FAIR.							
		Battersea.	Caernarthen.	Chelsea (St. Mark's).	Cheltenham.	Chester.	Durham.	York and Ripon.		Battersea.	Caernarthen.	Chelsea (St. Mark's).	Cheltenham.	Chester.	Durham.	York and Ripon.	
Ordinary																	
Subjects of Instruction																	
in Elementary																	
Schools.																	
Number of Candidates	-	14	18	25	17	21	17	17		14	18	25	17	21	17	17	
Scriptural Knowledge	-	16.63	20.00	22.45	36.66	10.00	35.36	34.48		58.49	50.00	65.30	79.99	47.5	81.81	86.21	
Arithmetic	-	9.30	10.00	22.45	13.33	45.00	0.00	6.89		55.80	55.96	59.18	53.33	67.5	63.63	65.51	
English Grammar	-	2.32	0.00	0.00	0.00	0.00	0.00	3.45		2.32	3.33	14.28	20.00	0.0	9.09	6.9	
Geography	-	9.30	6.67	10.20	19.99	10.00	0.00	3.45		41.86	33.33	63.26	39.99	37.5	27.27	34.49	
English History	-	4.65	0.00	14.28	13.33	0.00	9.09	3.45		41.86	26.66	59.18	56.66	42.5	45.45	41.88	
Vocal Music	-	0.00	0.00	2.04	0.00	0.00	0.00	0.00		16.28	83.33	9.47	16.66	2.5	54.54	24.21	
School Management	-	0.00	0.00	0.00	0.00	2.5	0.00	0.00		11.63	3.33	4.08	13.33	15.0	9.09	10.85	

Number per Cent. of Students in each Training School whose Exercises were classed Excellent, Good, or Fair.

Subjects not usually taught in Elementary Schools.	Battersea.	Caernarthen.	Chelsea (St. Mark's).	Cheltenham.	Chester.	Durham.	York and Ripon.
Church History	72.09	56.67	79.59	66.66	47.5	81.81	86.2
Model Drawing	9.29	0.00	0.00	3.33	5.0	0.00	00.0
Geometry	30.23	20.0	36.69	36.66	20.0	0.00	20.68
Mensuration	32.55	23.33	26.53	26.66	40.0	0.00	37.93
Industrial Mechanics	44.19	40.00	30.61	17.66	25.0	18.18	27.58
Algebra	83.71	60.00	73.46	43.33	57.0	18.18	41.87
Physical Science	32.55	16.66	32.65	19.99	42.5	9.19	10.35
Higher Mathematics	9.3	3.33	24.40	30.00	5.0	0.00	10.35
Welsh	0.00	46.66	0.00	0.00	0.0	0.00	0.00
Latin	0.00	0.00	12.24	6.66	0.0	0.00	10.35
Greek	0.00	0.00	6.12	0.00	0.0	0.00	6.89
French	4.65	0.00	4.08	0.00	2.5	18.18	0.00

Numbers per Cent. of Candidates in each Training School whose Exercises were marked Excellent, Good, and Fair, divided respectively by the Average Numbers of Months during which they had been resident in those Training Schools.

Subjects of Examination.	Battersea. 43 Candidates.	Caernarthen. 30 Candidates.	Chelsea (St. Mark's). 49 Candidates.	Cheltenham. 30 Candidates.	Chester. 40 Candidates.	Durham. 11 Candidates.	York and Ripon. 29 Candidates.
Scriptural Knowledge	4.17	2.77	2.61	4.70	2.26	4.81	5.07
Arithmetic	3.98	3.11	2.36	3.14	3.21	3.74	3.85
English Grammar	0.17	0.18	0.57	1.18	0.00	0.53	0.40
Geography	2.99	1.85	2.53	2.35	1.78	1.60	2.00
English History	2.99	1.48	2.36	3.33	2.02	2.67	2.43
Vocal Music	1.16	4.62	0.38	0.98	0.11	3.20	1.42
School Management	0.83	0.18	0.16	0.80	0.71	0.53	0.61
Church History	5.14	3.15	3.18	3.92	2.16	4.81	5.06
Model Drawing	0.65	0.00	0.00	0.19	0.23	0.00	0.00
Geometry	2.16	1.11	1.47	2.15	0.95	0.00	1.21
Mensuration	2.32	1.29	1.06	1.51	1.90	0.00	2.23
Industrial Mechanics	3.15	2.22	1.22	1.04	1.19	1.07	1.62
Algebra	5.98	3.33	2.94	2.55	2.71	1.07	2.43
Physical Science	2.32	0.92	1.31	1.17	2.02	0.54	0.60
Higher Mathematics	0.65	0.18	1.00	1.80	0.23	0.00	0.60
Welsh	0.00	2.59	0.00	0.00	0.00	0.00	0.00
Latin	0.00	0.00	0.49	0.39	0.00	0.00	0.60
Greek	0.00	0.00	0.24	0.00	0.00	0.00	0.40
French	0.32	0.00	0.16	0.00	0.10	1.07	0.00

It is not to be supposed that because the estimate which these tables afford of the success with which each subject of instruction is pursued, is an arithmetical one, that it is therefore incontrovertible. It is very liable to error where the number of candidates in any training school is *small*, and it takes no account of the different degrees of attainment with which the students in different schools enter them. There can be little doubt that the better instructed and the more

intelligent and enterprising students seek the larger training schools; whilst the less instructed and intelligent prefer the smaller diocesan schools. The division by the number of months of residence in the last table supposes, moreover, the whole knowledge acquired in the training school, and to have been equally divided through the whole time of residence, which we have no right to assume.

Nevertheless these tables afford a standard of comparison which, if duly corrected, is not without its value and importance.

It is an obvious precaution in the conclusions we draw from them to allow for a difference in the difficulty of acquisition of different subjects, and for a difference in their values in an educative point of view when acquired. History and geography, for instance, might be so taught as to yield to no other subjects in their power to exercise the understanding and expand the mind; and, if so taught, a high degree of efficiency in any training school, as to those subjects, would mark a high status of its general instruction, and great educational power. But history and geography may be said rarely or never to have been so taught in training schools, but merely as these subjects are to be learned from the text-books of elementary schools,—the one a mere detail of occurrences in chronological order, and the other an imperfect description of the natural and the political divisions of the earth's surface, associated with no exercise of the understanding, suggestive of no conclusions, and barren of any other educational result than such as is implied in the possession, more or less imperfect, of a certain store of facts.

Looking at the function of these institutions, irrespective of their strictly professional bearing, it would not be reasonable to place relative efficiency in such merely technical teaching of history and geography as I have spoken of on the same level with relative efficiency in the teaching of Latin or Greek or Mathematics. These involve more labour than the others; they constitute a higher intellectual exercise, and involve a higher general educational result; and whilst the teaching of such subjects to elementary schoolmasters is, I think, to be deprecated, so long as they prevent the development and interfere with the acquisition of the others, I cannot shut my eyes to the fact, that so long as history and geography continue to be taught as they are, it is necessary to have recourse to other subjects to educate these men upon. The mind of a man will not thrive on the intellectual food of a child.

But, after all, the efficiency of a training school is not to be measured wholly or chiefly by its power of communicating knowledge. It is not for the knowledge acquired, or for the

The subjects of instruction in training schools.

The religious and moral influence of a training

school more
important
than its
intellectual
bearing.

exercise of the understanding in the acquisition of it, that it is most to be valued, but rather for that moral discipline of the students which is associated with the laborious, the faithful, and the punctual discharge of a duty—for that *faithfulness* which must characterize the life of an institution of which the ground-tone is dedication to the work of God, and labour and truth.

No words at my command can give adequate expression to the importance which I have been led, by my experience in the inspection of training schools, to attach to the religious and moral aspect of those institutions.

I have not been so much struck in my inspection of elementary schools with the superiority of those masters who have been educated in training schools in respect to knowledge, or even in skill in giving lessons. Self-taught teachers are not unfrequently in these respects quite equal to them. But that which seems to me to characterize regularly trained teachers, and to distinguish them as a body from others, is greater dedication to their work. It is more in honour with such men than others. They have a higher consciousness of their function than other teachers have. It more fills up the measure of their thoughts. To excel in it, sometimes rises with them to the height of a devotion. That sense of isolation which is a fatal source of discouragement in the work of the teacher is, moreover, in some degree removed by the training school. It creates a brotherhood of teachers, and makes of the work of elementary education a common cause and a united labour.

With all this power of the training school over the destinies of the teacher, and, through him, over the successive generations of children, who will receive, more or less, the impression of his character,—who cannot escape that impression, whether for good or for evil, or fail to retain it,—the religious and the moral element in the function of the training school appears to me,—and I will offer no apology for repeating the expression of this opinion,—to claim the first place.

It is a belief so thoroughly impressed upon the minds of the founders and officers of such institutions, that, were it not for the opportunity which this report affords me of advocating it with the students themselves, and giving to the authority of those gentlemen whatever support there may be in the advocacy of an inspector, I should not advert to it.

Teachers
should be
trained to
have a *faith*
in education.

In the intercourse I have had with teachers I have often been struck with what appeared to me a want of *faith* in education. They have seemed to me not to have that confidence in the resources of it which, on the authority of Scripture and of reason, we are justified in having. We know that

if we could but "train up children in the way they should go," when they are old they would not depart from it;" and every day's experience tells us that men and women are very much what they were trained up to be as children. Yet very little attention is given to the training of children in our schools. I believe the root of this lies in a want of *faith* in the power of the school to do anything for the training of the child, but only for its teaching. Yet the child is for six hours a day in the presence of the teacher, looking up to him for everything, at that period of its life when it is most open to the influence of example, when habits of thought and action for good or for evil are most readily formed, and when the heart and affections lie near the surface. It is, too, a great resource to the teacher to minister to the understanding of the child its daily food, to have the first tottering steps of its mind stayed upon his, to have the will of the child absorbed into his; and, if he be a skilful teacher, to command the public opinion of his school;—and all this at that age when thus to be fed with the first elements of knowledge, thus to be supported in the first uncertain steps of the understanding, thus to yield to authority, is *natural*.

I hear constantly of the impossibility of the school doing anything because of the evil training of the home; and yet it is certain that the teacher possesses a power with the child which the parent lacks. Every parent feels this when he sends his child to school. It is a testimony which has been borne, not only by persons unskilled in education, but by some of the most skilful educators, who have nevertheless felt themselves disqualified from the education of their own children.

The fact is, that the schoolmaster possesses vast power for training the children of his school, and that he is always for good or evil unconsciously exercising it. My experience as an Inspector has brought me to a practical knowledge of this fact. As I go from school to school I perceive in each, a distinctive character, which is that of the master; I look at the school, and at the man, and there is no mistaking the resemblance. His idiosyncrasy has passed upon it. I seem to see him reflected in the children as in so many fragments of a broken mirror. I need not say what importance this gives to the character of the teacher, or to his religious and moral training. It is not one of the least difficulties of his work that the children in whose presence he lives, and who will form themselves on his model, have a singular instinct in comprehending their teachers, piercing them with their little eyes through and through.

But of the three, faith, hope, and charity, which take part in the work of the teacher, the greatest is charity; and of his work

The charity
of the
teacher.

it may be said, not less emphatically than of that of the Apostle, that, "though he speak with the tongue of men and of angels, " and have not charity, he becomes as sounding brass, and " as a tinkling cymbal."

We little appreciate the power in education, of patient, enduring abiding love. Could we but bring to bear upon the work of the teacher the whole power that there is in love,—never to be discouraged, wearied, or repulsed,—there is, perhaps, no obduracy of the heart of a child, that would resist it, and no evil that it would not reach and purify. If in a school the spirit of love could remain unbroken from day to day and from year to year, that would constitute the perfection of its discipline; and although it be impossible to establish this perfect discipline in any case,—and it is only given to the Christian teacher in this as in every other grace to follow in the path of his Great Example with remote and uncertain steps,—yet it accords with my own experience, and that, I believe, of my brother Inspectors, to say that a very large measure of success is often given to his efforts to attain it; and that not only is the moral aspect of such a man's school the best, but, generally, the learning of the children.

Men readily understand the discipline of punishment to secure obedience,—or of reserve; these are *easy* expedients, in the power of a bad teacher as entirely as a good one; but they do not so easily comprehend the discipline of love. Its fruits are not seen at once. It demands time, patience, perseverance, and is an expedient only within the power of a good teacher.

I have thought it the more important to insist on this point, because the same improvement is not, I think, apparent in elementary education in this respect as in some others. The discipline of schools appears often to be founded on a wrong principle; the master not relying enough on the ascendancy of his character, the authority of his office, and the affections of his children, but rather on force and coercion.

A better principle of discipline requires to be cultivated, and the fountain of it, as of everything else tending to the perfection of the elementary school, must be in the training school.

The truth-
fulness of
the teacher.

The other point in the character of the teacher, the cultivation of which in the training school appears to be very important, is truthfulness. I know well how entirely in this opinion I shall have the concurrence of the authorities of those institutions; and it is not with the idea that anything I can say will add to the sense they entertain of the importance of this element in the moral training of the students, that I advert to it, but rather that to their admonitions in this

matter I may add the results of my own experience. Let me then say, that it has been a matter of grief to me, as I have on former occasions reported to your Lordships, to find certain forms of untruthfulness not unfrequently practised, or at least tolerated, in schools, which appear to me the more dangerous as they are assumed to be of a conventional kind, and are considered venial.

My colleague, the Rev. J. P. Norris, has had the like experience. "It is with great pain," says he, "that I have been led to suspect that masters have been acting a lie throughout my examination, leaving me to suppose that I was seeing the school in its ordinary aspect, when, as they knew, and as the children well knew, the whole was an exhibition, 'got up' for the occasion."*

So low is the general sense of responsibility, and the want of consideration, in this matter, that I have myself seen, not only the teachers, but the so-called patrons of schools, lending themselves to the deceptions which the children have a tendency to practise. I cannot convey to your Lordships the sense I entertain of the moral degradation of those persons who are contented thus to stand in the presence of children, convicted in their eyes, if not in those of the inspector, of a falsehood, or my sense of the calamity which has befallen the parish where the children have fallen into such hands. I know of no evil course into which those children will not have been prepared to fall, when, by their teacher's example, and by the daily practice of the school, their hold upon truth shall have been loosened.

On the contrary, where a regimen of truthfulness has been established in a school, it will be like a column in the middle of the school. The whole character of the school will be supported by it, and every other Christian grace will cling to it.

Moral qualities have a companionship; they derive mutual support from one another. Not many vices will be found associated in the same character with truthfulness; nor many virtues with falsehood.

I have the more confidence in expressing these opinions, because I have seen what remarkable results may be attained in schools by a special direction of the attention of the children to truthfulness.

I have entered schools where, by the request of their teachers, I have dispensed with those precautions which an inspector usually finds it necessary to take, that he may not be deceived in the result of his examination, and I have felt

* Report of Rev. J. P. Norris, 1850-51, page 481.

that those teachers were justified in the confidence they reposed in the honesty of the children. I need scarcely add, that these were schools not remarkable for the severity of their discipline.

Altered conditions of the instruction in training schools consequent upon the introduction of Queen's scholars.

To any one who has had the opportunity of knowing with how little previous instruction candidates for the office of the schoolmaster were accustomed to seek our training schools, it must be apparent that the candidates created by the Minutes of 1846 are a new and a different material for those institutions to work upon, and that their course of instruction, if it receive no new shape, must at any rate advance another stage, to adapt itself to the educative wants of this new class of students.

Candidates for the office of the teacher were heretofore often persons disqualified by various causes for success in other walks of life. These youths are selected out of a greater number, and over a large surface of the population, and amongst other qualifications taken into account, are those superior talents and that greater energy of character which are required in the successful management of a school, but which would secure success in almost any other career in life. And then, in respect to knowledge, many of the Queen's scholars will, I conceive, be found as far advanced when they enter the training schools as the generality of students have been accustomed to be, when they have left them.

The higher attainments of the students should not lead them away from the studies proper to elementary education.

It will, I think, be a subject of regret, if, taking up the education of these students at a more advanced stage of educational progress, and adapting themselves to their higher capacities for instruction, the training schools should be induced, as the most obvious, and practically, the easiest expedient, to carry them into the study of subjects foreign to the business of the elementary school. Practically, their teaching cannot but receive a higher development; the minds of men will not thrive on the food of infants; but that should, in my opinion, be a higher development of the subjects proper to elementary instruction.

Augmentation of salaries of lecturers in training schools.

I have entered so fully on this subject in my last and in several of my former reports, that it is not necessary to do more now than to refer to it; but with reference to the practical development of any plan founded on this view of the question, I may, perhaps, be permitted to call your attention to a suggestion in my last report, to the effect that augmentations of the salaries of the officers in training schools might, perhaps, be a useful application of the educational grant; such augmentations of salary being proportioned (as those of elementary teachers are) to the existing salaries of those gentlemen, and being contingent upon the evidence

afforded, by examination or otherwise, of attainments (of a higher order than is contemplated by your certificates) in the subjects of elementary instruction; and, of greater skill in teaching them.

I think that such augmentations of salary to teachers in training schools, consequent on superior attainments in specific subjects, limited, however, exclusively to subjects of elementary instruction, would offer a career to schoolmasters, in their own profession, after they have obtained their certificates; and that although they could be reached by few, yet that they might be useful objects of emulation to many; and that the teaching of training schools would receive a far more real and practical character under the influence of a body of teachers so formed than has yet been given to it.

I am aware that by a recent decision of your Lordships it is provided that certificated teachers should receive, if employed in training schools, the same augmentations of salary as they would receive in elementary schools. You will perceive that the object contemplated in my former and my present recommendation is a higher augmentation,—not limited to certificated teachers, but limited to the subjects of elementary instruction, and having reference to attainments of a higher order than those on which certificates are granted.

Your Lordships' inspectors are specially instructed not to interfere with the course of instruction in any of the schools they may inspect. I have endeavoured scrupulously to adhere to your instructions, and to respect the individuality of each training school, and leave the course of instruction prescribed in it intact.

If I have specially inquired, and reported to you, in every case, whether the students are well instructed in those things which they will have to teach when they become schoolmasters, I have not violated this principle by doing so, because it is a part of the prescribed course of every training school to teach those things.

Since the date of my last report, the Rev. Samuel Clark, M.A., of Magdalene College, Oxford, and late vice-principal of St. Mark's College, has been appointed to the office of principal of the Battersea Training School, on the resignation of the Reverend Thomas Jackson, who had filled that office with so much zeal and ability since the year 1844.

The Rev. Robert Graves, M.A., St. John's College, Cambridge, formerly mathematical lecturer at St. Mark's College, has been appointed to the office of vice-principal.

The following are the other officers of the institution: Mr. Frederick Rowbottom, formerly a student of the Battersea Training School, assistant master; Mr. George Henn Taylor

(formerly a student), master of the model school, and lecturer on method; Mr. Hullah and Mr. May, lecturers in music; Mr. George Martin*, formerly of the choir school, St. Paul's, resident music-master; Mr. Charles Buckmaster (formerly a student), industrial and drill master.

The buildings have been so increased—at an estimated cost of 2,243*l.*—as to afford comfortable accommodation for 81 students. The attics in the old building, at one time unhealthily crowded, have, by the new arrangements, been converted into comfortable and well-ventilated sleeping rooms. The dining-room has been enlarged to dimensions suitable to the number of students, and a new room has been provided in which they can pursue their studies in the evening.

I have long known the ability and zeal with which Mr. Clark devotes himself to the cause of elementary education, and valued that practical sense which he has of its wants and resources; and I cannot but rejoice that so important an institution as this has the benefit of his superintendence.

There is no more influential officer in a training school than its vice-principal, nor is there any office more difficult to fill well than his. His personal relations with the students are intimate, and they have practically a great tendency to be governed by his views, and to form themselves upon his character. The Battersea institution is fortunate in the union of its present principal and vice-principal, who had long been associated at St. Mark's College. I augur favourably of its future; and may perhaps be permitted to add that, at this important period in the history of education, no common debt of gratitude appears to me to be due to those gentlemen, who, when this college was about to be given up by the National Society, stepped forward to save it.†

St. Mark's College.—The new buildings of this college form one half the side of a quadrangle, of which the rest is to be added as funds arise. They include a noble dining-hall and lecture-room on the ground floor, and above them a suite of 10 dormitories and 2 lecture-rooms. The total number of students which the college will receive is now 74; a number

* Mr. Martin is the author of various musical works of acknowledged merit.

† “The Committee had feared that they should be compelled to close the institution at Battersea early in the present year, and it is owing to the zeal and energy of a few warm friends of Church education that these fears were not realized. The Earl of Harrowby, the Ven. Archdeacon Sinclair, W. Cotton, Esq., and the Rev. C. B. Dalton, undertook to issue an appeal for raising a fund of not less than 1,000*l.* a year for five years towards the support of Battersea. This appeal was eminently successful. The required sum was raised. The Committee were enabled to promise in addition 1,000*l.* a year for five years. A council was formed, who took charge of the institution at Christmas 1850.” *Annual Report of the National Society for 1851*, p. 16.

which is likely soon to be filled up. On the resignation of the office of vice-principal by Mr. Clark, the Rev. A. R. Ashwell, of Caius College, Cambridge, was appointed to it, and Mr. C. F. Eastburn, of St. John's College, Cambridge, to that of mathematical lecturer, vacated by Mr. Graves.

My colleague, the Rev. F. C. Cook, and myself, visited this college on the 6th day of October, and devoted that and the following days to an inspection of the college and an oral examination of the students and the boys of the model school.

St. Mark's College has always been characterised by faithful and efficient teaching. Accordingly it ranks high in the tabulated results of the examination at Christmas 1850 which I have included in this report (pp. 291–292). It is not, however, by any numerical estimate which can be made of the degree of proficiency reached in a given time in each subject of instruction that the educational result can be estimated. That result has reference to the educational values of the respective elements, and to their influence as a whole in the formation and development of the character, which it is the object of a training school to create. It is not my desire to do this institution the injustice, however well it may stand in that table, to measure it exclusively by it. There is a condition of the mind, distinguishing it as literate or illiterate and a certain regimen of the character, which it is among the highest objects of education to create, but which is not to be measured by any definite amount of attainment in one subject, or in many.

In several of my former reports I have borne testimony to the deficiencies of the practising school of this college. I am bound now to state that by the appointment of the Rev. Charles Daymond, formerly a student of the college, to the office of normal master, this department has received a new impulse, and that,—although much remains to be done to make the practising school what it will probably one day become,—yet no training school can, I think, at present lay claim to a better. I have great pleasure in bearing this testimony to the way in which the duties of Mr. Daymond appear to me to be discharged. My colleague, Mr. Cook, agrees with me in it.

The classical tutor, the Rev. Storer Lakin, was, like Mr. Daymond, formerly a student of the college, and the services he now renders to it afford, like those of that gentleman, a favourable example of the results of its training.

I have always felt it to be a difficult and a responsible task to present to your Lordships the views I have been led to form of this institution, and the more so as in some of them I have the misfortune to differ from gentlemen interested in it, for whose judgment and devotion to the cause of education I have great respect.

In my previous reports I have spoken of its founders as men in earnest, who had a faith in the principles they have embodied in it, and of its system as based in a profound sense of the sacredness of the office of the teacher, and of its responsibilities. I have spoken of it as an institution which from the first has affixed a high standard to the education of the schoolmaster, which standard, in a general, if not in a professional sense, it has to a great extent realized. I have, moreover, mentioned a period of 10 years as that which, from the youthful character of its students, must have elapsed from its foundation before its results could be judged of.

That period has elapsed this year*, and I think it will be generally agreed that St. Mark's has discharged a very useful function in the education of the country; that, keeping its students much longer than others, and giving great attention to their instruction, it has sent out many well-educated men—grave, earnest, and of a dedicated spirit,—well calculated to fill the office of the teacher in that higher class of elementary schools for which a demand is everywhere arising around us.

Cheltenham.—My colleague, the Rev. H. W. Bellairs, accompanied me to inspect the Cheltenham training school on the 29th of September. We found 50 students resident in it, of whom 6 were Queen's scholars;

It is a great satisfaction to me again to bear testimony to the excellent way in which this institution is conducted, and to its success. Its discipline appears to be founded in a sense of duty among the students, and its instruction to be brought to bear on the development of the character of the teacher, with a just appreciation of what belongs to that character, and with great judgment, earnestness, and perseverance. The buildings of the college are excellent, and its arrangements have a striking character of cleanliness, regularity, and order. A tradesmen's class of 40 or 50 boys has been added to the model school. It is taught by a separate master assisted by two students. Mr. Sutcliffe, the former master of the model school, having been appointed assistant master in the college (to succeed Mr. Knighton, who has gone to Whitelands), a new and very zealous master has been appointed in the model school. He had so recently entered on his duties at the time of my inspection, that I have thought it better to postpone my report on his school until my next inspection.

A new practising school, for which there is great need, is about to be erected contiguous to the college. The estimated cost is 1,700*l*. The site is a part of the college grounds.

* St. Mark's College was commenced in the year 1841.

Caermarthen.—When I visited the Caermarthen school on the 2nd of May I found 34 students assembled, who were taught in the same room in classes arranged in squares, each class being under the charge of a different teacher. I cannot record a favourable impression of the reading of the students, or of their knowledge of English grammar. It is, however, to be borne in mind that to the majority of them English is a foreign tongue.

No changes have taken place in the officers of the institution.

The English reading-lesson book in use among them, I found to be Keightley's History of Greece. All are instructed in Welsh as well as English, and they have two lessons a week in Latin.

The national school at Caermarthen serves as a practising school for the students. I regret not to be able to record a favourable impression of the state in which I found this practising school.

Chester.—The Chester college was inspected by the Rev. J. P. Norris and myself on the 5th of November, and we pursued in our inspection the same course as in the other training schools. It is impossible to speak of it and not to bear testimony to the excellent arrangement of its buildings, and to the spirit of order which appears to pervade it; nor is it possible to be otherwise than interested with the active scene of industry which the workshops present,—admirably organized and managed as is that part of the institution;—or, easy to discourage labours which appear to have so great a tendency to promote the health of the students that no expense whatever has been incurred during the last year for medical attendance.

Nevertheless, I cannot but advert, with disappointment and regret, to the low standard of the attainments of the students, of which the Christmas examination afforded the evidence (Table, p. 291), confirmed in the minds of Mr. Norris and myself by the results of our oral examination. The model school was not at the time of our visit in a satisfactory state. A new and efficient master has, however, I am informed, since been appointed.

Chichester.—This institution established in the year 1840 by Bishop Otter has recently taken possession of a new building erected in a commanding site about half a mile from the city.

In regard to the character of its architecture, and of its arrangements, it appears to me one of the most perfect that has been erected. As yet this college is only commencing the career of usefulness which is, I trust, before it. Only six students were resident at the time of my inspection, and they

were in the exclusive charge of the principal, the Rev. Matthew Parrington, M.A., of Christ College, Cambridge. They had been taught with great care and judgment. From the active support which the Bishop and the neighbouring clergy give to the school, and the energy and educational zeal of the Principal, I cannot but expect soon to see this college filled with students.

Durham.—My colleague, the Rev. D. J. Stewart, and I visited and inspected the Durham training school on the 10th of July. Twenty-one students were then in residence under the charge of a principal, the Rev. J. Cundill, B.D., Durham, who does not reside in the institution, a resident vice-principal, Rev. John Cromwell, M.A., Oxford, and a mathematical master, Mr. W. Finlay, who attends occasionally.

From the great number of appointments open in the northern counties to young men who have received a fair education it has been found difficult to obtain suitable candidates for admission to this school; 6 out of the 21 resident at the time of our inspection were from southern counties. The examination papers of the students on their admission were shown to us, and bore testimony to the low standard of their previous attainments. Under these circumstances it appeared to us a subject of regret that so much time as two mornings and three afternoons a week were devoted to the practising school, and that the vice-principal had not the assistance of another resident master.

Considering the difficulties with which the institution has had, under these circumstances, to contend, the result of the Christmas examination (1850) is highly creditable to it.

Exeter.—Having in conjunction with my colleague the Rev. E. D. Tinling received your Lordships' instructions to inspect the Exeter Diocesan training school, in compliance with a request made to you by the Council of that institution, we visited it on the 2nd of October. It is conducted in one of the houses belonging to the dean and chapter of Exeter in the Cathedral Close; but a noble site for a new college has been purchased, and new buildings are shortly to be commenced.

We found 21 students resident, whose ages varied from 15 to 20 years. The principal is the Rev. William David, and the vice-principal Mr. Abraham Haworth, both of whom were educated at St. Mark's College, and of whom the former holds your Lordships' first-class certificate. The Rev. E. C. Harington, M. A., chancellor of the cathedral, and prebendary of Exeter, undertakes gratuitously the office of lecturer in theology and church history. The correspondence of the institution, moreover, devolves on this gentleman. All that belongs to the household is managed by a house com-

mittee, who meet weekly. Of the labours of the chancellor, and of the obligations which the cause of education in the diocese has to him, it would be presumption in me to speak. I cannot, however, but bear testimony to the excellent knowledge of church history exhibited by the students, and generally to the high character of their religious instruction. The earnest and zealous way in which the duties of the principal are discharged affords—although he is still very young—ground for hope that he will prove equal to the responsible duties with which he is charged; and reflects great credit on the college where he was educated. It is a serious defect in the arrangements of this institution that the boys of the choir of the cathedral attend the school daily, and are taught with the students. The students attend and take a part in teaching two of the national schools in the city.

Highbury Church of England Metropolitan Training School.—This institution was founded in the year 1850 by a committee, who, having collected funds by public subscription, purchased the building known as Highbury College for the sum of 12,500*l.*, and conveyed it to five trustees, viz., the Earl of Effingham, Lord Ashley, Lord Henry Cholmondeley, the Lord Arthur Kinnaird, and John Labouchere, Esq., for the purposes and uses of a Church of England training school.

The site, in the parish of Islington, is one of the most commanding in the neighbourhood of London, and the building is capacious, affording accommodation for 80 students,—each having a good sized separate bedroom,—with convenient lecture rooms, a dining room and offices, residences for the principal, vice-principal, and other officers, and a garden and paddock affording ample space for exercise and recreation. The building is one of commanding appearance, of ample dimensions, and of substantial construction. It would scarcely have been possible to build one better adapted to the uses of a training school. A model school has been built on a portion of the site,—it is well-conducted and prosperous. The following are the officers :

Principal, The Rev. Vincent W. Ryan, M.A., Magdalen Hall, Oxford.

Vice-Principal, The Rev. W. J. Edwards, M.A., Pembroke College, Cambridge.

Tutor and Music Master, Mr. Bowman.

Master of Method and of the Model School, Mr. Daintree.

Drawing Master, Mr. Viner.

Writing Master, Mr. Theobald.

Drill Master, Mr. Randall.

Mr. Cook and I visited the college on the 9th October, and examined the students orally, of whom 37 were then resident. As this very important and promising institution had then so recently opened, and the students had not yet been subjected

to the test of a written examination, we did not consider ourselves justified in expressing any opinion from the results of this examination. I propose to report very fully upon it next year.

York and Ripon.—My colleague, the Rev. F. Watkins, accompanied me to inspect the York and Ripon Training School on the 22d of September. We found 45 students assembled in it, who, in common with 50 boys of a boarding school, called a yeoman's school, and 20 boys of a day school, called a middle school, were intrusted to the charge of a principal, the Rev. G. C. Hodgkinson, M.A., Trinity College, Cambridge, a vice-principal, the Rev. G. B. Pix, M.A., Lincoln College, Oxford, and two general masters, Rev. T. Whitehead, Trinity College, Dublin, and Mr. C. W. Williams, Queen's College, Cambridge.

The labours of the vice-principal appear, from the time table before me—to be confined almost entirely to the yeoman's school. The training school being taught by the principal and the two general masters, and chiefly by the latter.

A neat and appropriate chapel has been erected since the last inspection; its dimensions are well suited to the training school, and it forms a graceful addition to the principal front of the building.

A well-contrived building for a model school has also been added to the structure, in which we found 109 children assembled. I regret not to be able to record a favourable impression of the state of this model school. A skilful and experienced normal schoolmaster is a necessary officer in a training school.

I have the honor to be, &c.

H. MOSELEY

*To the Right Honorable
The Lords of the Committee of Council on Education.*

APPENDIX A.

Date

185

RETURNS from the

Training School for Masters, for the Year
terminating Midsummer 185

(N.B. The expenses of a middle or yeoman's school if established in connexion with the training school are not to be included in this return. If the accounts for any such school and for the training school are kept in common, the cost for board and other household expenses, charged under each head, should bear the same proportion to the whole cost which the number of students in the training school bears to the whole number in the two schools.)

OFFICERS.

Names.*	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a house or rooms allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
N.B. The university or other place of education should here be specified, and the degree; also the designation of the office held in the training school. It should also be stated what teachers are <i>certificated</i> and entitled to augmentations of salary.					

* If the model or practising school is supported from the funds of the training school, the teachers of that school should be included in this list.

INCOME.

Sources of Income for the year ending	Total Amount.
It is desirable that the statements of Income and Expenditure should be dated from Midsummer; but if this cannot be done, then the periods from which they are dated should be specified in the blank spaces left for that purpose.	1851-1852
	£ s. d.
Endowment	
Amount of annual subscriptions or donations, specially for the use of the training school	
Grants from diocesan boards of education, or other public bodies; not including fees of students	
Fees of * students, paid by themselves or their relatives	
Fees of * students, paid by private patrons	
Government exhibitions for * Queen's scholars	
Government grants in respect to * students examined †	
185	
By * exhibitions founded by diocesan boards, or other public bodies; not including those paid out of the funds of the training school	
By * exhibitions founded by private patrons	
By collections made in churches for the general purposes of the school	
By contributions to the building fund	
By fees of the model or practising school	
By income arising from other sources ‡	
Total Income	

* The number shall be specified in each blank space.

† The time of examination should here be specified.

‡ These should be specified in the blank space.

EXPENDITURE.

Expenditure during the year terminating 185	Total.	Average cost per head.
	If, in the accounts of the college, any of the items specified in the preceding column are included under a common charge, they should be connected by brackets, and the whole cost stated in this column.	N.B. This col- umn may be left to be filled up by the In- spector.
	£ s. d.	£ s. d.
Tuition - - - - -		
Cost of supporting model or practising schools*		
Board of † masters - - -		
Board of ‡ students and § servants - - -		
Washing of ‡ students - - -		
Wages of § servants - - -		
Fuel and lights - - -		
Other housekeeping expenses - - -		
Medical attendance for students - - -		
Books, apparatus, printing, stationery, post- ages, and other office charges - - -		
Rents, rates, taxes, and insurance - - -		
Clothing - - -		
Garden, farmhouse, &c. - - -		
Other current expenses not included in the above		
Total current Expenditure - - -		
Expenditure for additional buildings, or for the enlargement of existing buildings - - -		£ s. d.
Other expenses not being current expenses - - -		
Total extraordinary Expenditure - - -		

* The stipends of the teachers of the model or practising school should be included in this sum, although separately stated in the preceding page.

† The number of masters boarded should here be stated.

‡ The average number of students boarded during the year should here be stated.

§ The number of servants whose wages or board are charged should here be stated.

NUMBER OF STUDENTS.

	Queen's Scholars.	Other Students.
Number of students for whom accommodation is provided - -		
Annual fee paid by each student - - -		
Number resident at Midsummer 185 - - -		
Number who left during year ending Midsummer 185 - - -		
Number who entered during year ending Midsummer 185 - -		
Total number educated in the training school since its establishment*		

* The date of the foundation of the school should here be stated.

DISTRIBUTION OF TIME.

A copy of the Time Table should be inserted on the blank space below, or enclosed on a separate sheet; and also a list of the text-books used.

State here what vacations are allowed.

Names of the students who have left during the year 185 , specifying such as were Queen's scholars.	Situations to which they have been appointed.	Salaries of the situa- tions to which they have been appointed.

(Signed) _____

Correspondent for the _____

Training School.

APPENDIX B.

Committee of Council on Education, Privy Council Office,
 REVEREND SIR, Downing Street, 22 October 1851.

I BEG leave to request your attention to the enclosed copies of a letter, dated the 10th of October 1851, from the Rev. the Principal of the Cheltenham training school, and of their Lordships' reply to it.

At the same time I enclose a file of correspondence (original) which passed on a subject somewhat similar, a few months ago, between the Colonial Office and the Education Committee of the Privy Council.

I am to request that you will prepare, and submit to their Lordships for consideration, a schedule of such apparatus as you would recommend for adoption in training schools, in order to facilitate the instruction of the students in physical and mechanical science.

I am to express to you that in their Lordships opinion very little benefit is to be expected in recommendations of this nature from general statements.

The regular and methodical application of science (in this sense of it) to the purposes of instruction has been but little pursued in most of the training schools, and there is no reason to suppose that it is much understood.

The attainments in science displayed by the students are fragmentary and unconnected, nor do they exhibit, by any means, the same average of maturity and cultivation that has been realized by them in some other subjects, which, per se, perhaps, are not better calculated to fit them for their future profession.

Their Lordships are therefore of opinion that it would be expedient to frame a specific list of articles with prices, and a place of purchasing affixed. An indication might be added of text-books, or a course of study, with which to combine the apparatus named.

There is very little doubt but that most of the training schools which take up the matter at all will accept your list. But such as prefer another list may be left to submit one of their own, which my Lords would, in each case, refer to you for approval, and which, if approved by you, might equally be adopted.

My Lords might be disposed to adopt a Minute supplementary to that dated 22 November 1843 (so far as it regards apparatus for school-rooms), and to the instructions dated 7 August 1844, which were issued thereupon to Her Majesty's Inspectors. Minutes of
1844, pp. 6.
113.

Pursuant to such a Minute, my Lords might offer to grant two thirds of the cost of purchasing a set of approved apparatus for a normal school.

Messrs. Griffin of Baker Street, in their communications with the Committee of Council respecting the reference made to them in the enclosed file of correspondence, expressed great readiness to adopt any suggestions which might be made to them in the construction of scientific apparatus for purposes of instruction, and they stated their conviction that a great reduction in the present price might be effected in meeting a large demand.

It naturally occurs that two lists might be framed; one for normal and the other for elementary schools.

As regards the apparatus for elementary schools, I may suggest that there is no inconsiderable quantity of it which the students in a normal school might be taught to construct for themselves. The educational value of this process, for its own sake, also is sufficiently apparent. It is narrated of Franklin, "that his discoveries were made with hardly any apparatus at all, and if at any time he had been led to employ instruments of a somewhat less ordinary description, he never rested satisfied until he had, as it were, afterwards translated the process, by resolving the problem with such simple machinery that you might say he had done it wholly unaided by apparatus. The experiments by which the identity of lightning and electricity was demonstrated were made with a sheet of brown paper, a bit of twine, a silk thread, and an iron key."

It is needless to add that scientific apparatus is a mere useless toy in the hands of incompetent or superficial teachers, if indeed it is not worse than useless; for where the point at issue concerns mental discipline, the intel-

lectual faults of the teacher, and not merely defective information, are communicated to the scholars.

You will understand, therefore, that the object is to have at hand a schedule of apparatus which can be at once referred to, in cases where the means exist of turning it to good account.

Very much of the success of a plan of this nature will depend upon the economy and simplicity of its details.

It is not desirable to launch such a plan in an incomplete form. You will not, therefore, consider yourself to be under any necessity of adverting to it in your next report, if, in the interval, you have not sufficient time to mature and submit it to their Lordships for consideration.

I am to add the following caution, which in all your official relations to normal schools, I am to request that you will carefully bear in mind. Their Lordships regard the grants for Queen's scholarships, and those annually awarded upon the examination of the students, as the two main and sufficient channels of public assistance, nor have they any intention of opening other channels, except in a very subordinate degree; certainly not in any periodical form.

The payments thus made are intended to enable the authorities to meet the expenses of the establishment in salaries, libraries, furniture, and household.

Their Lordships distinctly and expressly lay it down as a rule and principle for your guidance in carrying out your instructions, that they require the voluntary character of these institutions to be maintained. This character is in some danger if, in addition to the grants now made, each separate item of expenditure is made the subject of a fresh application.

The present constitution of the training schools is wholly inconsistent with assuming the charge of them upon the public funds, and it is not their Lordships desire to encourage any such anticipation.

You will readily perceive, therefore, that the point now referred to you is simply that of preparing data for a Minute under which a special grant might be made, once for all, to a training school under inspection, by way of encouragement to improve its field of study.

I have the honor to be, &c.

The Rev. Henry Moseley,

(Signed)

R. R. W. LINGEN.

Her Majesty's Inspector of Schools, &c.

APPENDIX C.

QUESTIONS SET AT THE GENERAL EXAMINATION OF THE CHURCH OF ENGLAND TRAINING SCHOOLS FOR SCHOOL-MASTERS.

CHRISTMAS 1851.

N.B.—All your answers are to be written on this Paper. Answers written on any other Paper will not be looked over.

You are not to answer more than one question in each Section.

Before beginning your answers you are to fill up the following Table.

<i>Your Christian Name and Surname.</i>		<i>The Month and Year in which you entered the Training School. If you have left, state the Month and Year in which you left.</i>	<i>If you are in charge of a School state the name of it, the date at which you entered in charge of it, and whether your engagement is permanent or temporary.</i>
<i>State whether you are a Pupil-teacher admitted to compete for a Queen's Scholarship, and from what School.*</i>	<i>The Name of your Training School.</i>		

* In order to limit as little as possible the opportunities by which peculiar talents may be exhibited, it is not perhaps desirable to prescribe which of the subjects of examination the

candidates for Queen's scholarships shall be at liberty to select, further than to state strongly *their Lordships opinion that they should not attempt answers upon all the subjects.*

The following subjects must not be wholly omitted by any candidate, viz.

1. The Holy Scriptures, the Catechism, and the Liturgy of the Church of England (in schools connected with the Church of England).
2. English History.
3. Geography.
4. Arithmetic (including Vulgar Fractions and Decimals).
5. English Grammar and Composition.
6. The Notes of a Lesson, or some observations on the Practical Duties of a Teacher.

A Candidate who answers in *these subjects* really well, may obtain an Exhibition of £20 for one year.

A Candidate who answers in the foregoing subjects really well, *and also in one other subject* really well (to be selected by himself out of those proposed to the Candidates for Certificates of Merit, but with a preference on the part of my Lords for the three first books of Euclid,) may obtain an Exhibition of £25 for one year.

If a Candidate attempts a greater number of subjects, he will do so on his own responsibility. My Lords could not but be happy to find that he was able to answer in a greater number of subjects well; but the extent of the subjects attempted will not be accepted in lieu of mastery over those which are indispensable.

Candidates for Queen's scholarships in FEMALE training schools will not be required to answer questions in Vulgar Fractions or Decimals. For the higher Exhibitions they will be at liberty to select one of the subjects proposed to Female Candidates for Certificates of Merit, such as Book-keeping, Biographical Memoirs, or Domestic Economy. Their Lordships would prefer a knowledge of some good Manual upon the last-named subject, in connexion with which they will be prepared to give due weight to Certificates from the Managers of the Candidate's school, attesting her practical knowledge of household duties.

The Exhibitions awarded to females will be at the rate of two-thirds of those awarded to males, viz. £13 6s. 8d. and £16 13s. 4d. instead of £20 and £25, to correspond with the different expense of boarding in training schools, for Males and Females respectively.

The first question in each Section has been framed more especially with reference to Candidates for Queen's scholarships.

SCRIPTURAL KNOWLEDGE.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

What events are recorded in Scripture to have occurred in one of the following periods?

1. From the institution of the Passover to the arrival of the Israelites at Sinai.
2. From the death of David to that of Rehoboam.
3. During the captivity in Babylon.

Section 2.

1. Describe the daily sacrifice, and the sacrifice of the Great Day of Atonement, and show their typical character.

2. Describe the cleansing of the leper, and the sacrifice for the cleansing of a leprous house (Lev. 14), and show their typical character. Who are related in Scripture to have been smitten with leprosy as a punishment?

3. In keeping the Passover, what observances were in the time of our Lord added by the Jews to those prescribed in the Book of Exodus? How is this illustrated in the account of the Last Supper?

Section 3.

1. Relate our Lord's conversation with Nicodemus.

2. On what occasions, and in what words, did John the Baptist bear witness that Jesus was the Messiah? Whence did the Jews derive the expectation of a deliverer under that name?

3. What events occurred between our Lord's agony in the garden, and his death?

Section 4.

1. What is recorded in the Acts of the Apostles of the history of the Church at Antioch?

2. What is recorded of Apollos, and of St. Paul's second visit to Ephesus?

3. Relate what you remember of St. Paul's discourses at Lystra, at Athens, and before Agrippa.

Section 5.

1. Draw a map illustrative of the journey of the Israelites from Egypt to Canaan.

2. Draw a map of Judea illustrative of the gospel history.

3. Draw a plan of Jerusalem.

CATECHISM, LITURGY AND CHURCH HISTORY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. "What is thy duty towards God?"

Give scriptural authority for each clause in the answer to this question in the Catechism; and explain the three last clauses as you would to a class in your school.

2. "My good child, know this, that thou art not able to do these things of thyself, nor to walk in the commandments of God, and to serve him, without his special grace; which thou must learn at all times to call for by diligent prayer."

Explain this passage from the Catechism, and show that it rests on the authority of God's word.

Section 2.

1. Write down the first six clauses of the General Confession, and give scriptural illustrations of them. Why is it called the *General* Confession? Why is the confession of sin properly made the first act of public worship?

2. Into what four principal parts is the Litany properly divisible; what supplications belong to these four parts respectively?

3. "In all time of our tribulation; in all time of our wealth; in the hour of death, and in the day of judgment,

Good Lord deliver us."

Why need we pray for deliverance at these times; and what scriptural ground have we for hoping that our prayers will be heard?

Section 3.

1. What is recorded of the diffusion of Christianity in the first ages of the Church?

2. Give some account of the persecutions of the primitive Church.

3. Give some account of the divisions or schisms of the early Church. Distinguish between a schism and a heresy.

Section 4.

1. Who were the most remarkable of the martyrs of the early Church? Give a more particular account of one of them.

2. Give some account of the early Churches and their bishops.

3. Give some account of the Apostolic Fathers and of their writings. What proof is to be found in their writings of the authenticity of the books of the New Testament?

Section 5.

1. Give some account of the orders of Monks and Friars.

2. What is the history of Protestantism in England before the Reformation?

3. Give some account of the history of the Liturgy.

HISTORY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Give the dates of the following events:—The invasion of Britain by Julius Caesar. The withdrawal of the Roman troops. The establishment of the Heptarchy. The accession of Alfred. The Norman Conquest. The accessions of Edward VI., of Queen Anne, and of George III.

2. State what sovereign was reigning in England at the commencement of each century from the eleventh to the nineteenth.

Section 2.

1. Give some account of Britain under the Romans.

2. What were the dominions of Canute? Who divided the sovereignty of England for a time with him? Who was Edgar Atheling? Under what circumstances did the claims of Harold and William of Normandy to the Throne of England respectively arise? In whom, and through what line of descent, were the Norman and Saxon races of Kings united?

3. What institutions of the ancient Germans, brought to England by the Saxons, remain? What was the witenagemot of the Saxons? State some particulars in which it differed from our present parliament. In whose reign, for what reason, and by whose influence were knights of the shire and burgesses first sent to parliament?

Section 3.

1. Give some account of the reign of Edward I.

2. Give some account of Lord Strafford. What principal battles were fought in the reign of Charles I., and under what circumstances?

3. What wars was England engaged in during the Reign of George III., and under what circumstances? Give some account of the peninsular campaign.

Section 4.

1. Under what circumstances was Canada acquired by the English?

2. What is the history of the settlement and progress of the British colonies in Australia?

3. Give some account of the lives of Lord Clive and Warren Hastings.

Section 5.

Give some account of one of the following eminent persons of antiquity:—

1. Miltiades.

2. Hannibal.

3. Cicero.

ENGLISH GRAMMAR AND THE HISTORY OF ENGLISH LITERATURE.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. What rules are to be observed in the formation of the plurals of nouns? Give examples of the application of these rules.

2. What different kinds of pronouns are there? Give examples of them.

3. Into how many moods are verbs divided? What differences of signification do they respectively imply? Define particularly the infinitive mood, the subjunctive mood, and the participle; and give examples of them.

Section 2.

1. State fully when the article *an* is to be used, and when *a*; and give examples.

2. What is the general rule for the government of a verb in the infinitive mood? Give examples of it. What modification does this rule admit of in the case in which the infinitive is governed by an auxiliary verb?

3. What is apposition? What is the rule for substantives in apposition? Give examples of it. What is the rule for substantives related to one another by a passive or neuter verb? Give examples of this relation. Parse the sentence, "If you please."

Section 3.

Paraphrase one of the following passages, and parse the words printed in italics:—

1. 'Tis greatly *wise* to talk with our past hours ;
And *ask them what report* they bore to Heaven ;
And, how they *might have borne* more welcome news.
Their answers form *what men experience call* ;
If wisdom's friend, her best ; if not, worst foe.

Young.

2. This sacred *right* * the lisping babe proclaims
To be *inherent* in him, by Heaven's will,
For the protection of his innocence ;
And the rude *boy—who*, having overpast
The sinless *age*, by conscience is enrolled,
Yet mutinously *knits* his angry brow,
And *lifts* his wilful hand on mischief bent,
Or turns the godlike faculty of speech
To impious use—by process indirect
Declares his *due*, while he makes known his need.

Wordsworth.—Excursion.

* i.e. Education.

3. "They, who to states and governors of the commonwealth direct their speech, high court of parliament! or, wanting such access, in a private condition write that which they foresee may advance the public good. I suppose them, as at the beginning of no mean endeavour, not a little altered and moved inwardly in their minds; some with doubt of what will be the success, others with fear of what will be the censure; some with hope, others with confidence of what they have to speak. And me, perhaps, each of these dispositions, as the subject was whereon I entered, may at other times have affected; and, likely, might in these foremost expressions now also disclose which of them swayed most, but that the very attempt of this address thus made, and the thought of whom it hath recourse to, hath got the power within me to a passion, far more welcome than incidental to a preface."

Milton—Areopagitica.

Section 4.

1. What other languages have united with the Anglo-Saxon to form the English language; and under what circumstances?—Give examples of words derived from these languages respectively.

2. Who were the troubadours? To what country did they belong, and to what age? Give some account of Geoffrey Chaucer. What great foreign writers belong to the same age? For what, in the history of literature, was that age remarkable?

3. Give some account of the great writers of the commonwealth, and of the reigns of Charles II. and James II.

GEOGRAPHY AND POPULAR ASTRONOMY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Whenever the student can illustrate his answer by drawing a chart, he is requested to do so.

Section 1.

Enumerate the headlands, rivers, and seaport towns passed in one of the following voyages; or draw a chart showing them:—

1. From Newcastle to London.
2. From London to Plymouth.

Section 2.

1. What rivers have their sources near the following mountains?—(1) the Lowthers, (2) Crossfell, (3) the Whernsides and Ingleboro', (4) Plymmon.
2. Describe the courses of the Severn and of its affluents.
3. Give some account of the geological map of England.

Section 3.

1. What 5 kingdoms form part of the German Confederation? Describe geographically their positions.
2. Give some account of the mountain and river systems of Germany.
3. Give some account of the geography of Northern Italy, illustrating it by a map.

Section 4.

1. Mention the names and heights of some of the highest mountains in the world, and of some of the highest table lands.
2. What changes appear in vegetation as we ascend a high mountain in the tropics? What difference would it make in our climate if England were a table land as high as that on which the city of Quito is built? and what difference would it make to the people of Quito if they were no higher above the level of the sea than we are—and why?
3. Whilst the Thames is rarely frozen over, the Rhine and the Danube—far to the south of it—are frozen over every year, and often from November to March; and the mean winter temperature of Moscow is less than half that of Edinburgh, although these places are nearly on the same parallel of latitude. Account for these and other similar facts.

Section 5.

1. Why does more rain fall on the western than the eastern coast of England, and why particularly among the *mountains* of the west coast?
2. Describe some of the most remarkable currents of the ocean, and account for them. Have the hurricanes which prevail within the tropics been observed to follow any law—and what?
3. What would be the prevalent currents of the atmosphere and ocean if the earth were at rest? What change would be produced in them by the diurnal motion, if there were no annual motion? What effects result from the annual, in addition to the diurnal motion?

Section 6.

1. Give one reason, and that the simplest—1st, for believing the earth not to have an infinitely extended surface; 2dly, for believing it to be a sphere.
2. Explain the seasons; and the phases of the moon.
3. Can you assign any reasons for believing the earth to revolve on its axis, and for believing it to have an annual revolution about the sun?

ARITHMETIC.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

Work one of the following sums so that the reason of each step in the working may be apparent.

1. Multiply 4507 by 3006.

2. If 9 things cost £13, what will 48 cost at the same rate?

N.B.—This sum is to be so worked as to be intelligible to children who have no knowledge of fractions.

3. What is the value of $\frac{3}{8}$ of $\frac{5}{4}$ of $\frac{5}{6}$ of 6; and what decimal is 3s. 6d. of 8s. 9d.?

Section 2.

1. How many pieces of cloth 9yds. 2qrs. 3nls. long, can be cut out of a piece 52yds. 1qr. 1nl. in length?

2. Find by the rule of practice the value of 227qrs. 3bus. 2pks. of wheat at 36s. 8d. per qr.

3. How many ounces of silver at 5s. 6d. an ounce are equivalent to 6ozs. 12dwts. of gold at 3l 17s. 10½d. an ounce?

Section 3.

8. The sun's diameter is 111'454 times the equatorial diameter of the earth, which is 7925'648 miles. Required the sun's diameter in miles.

2. Extract the square root of .7 to five places of decimals.

3. Extract the cube root of 517 to four places of decimals.

Section 4.

1. A shopkeeper who sells sugar which costs him £2,000 in a year at a profit of 10 per cent., and tea which costs him £1,000 at a profit of 20 per cent., finds at the beginning of the next year that he must reduce the profit on his tea 5 per cent. By how much per cent. must he raise the price of his sugar to cover the loss; supposing him to sell tea and sugar of the same cost in that year?

2. There is a division of the labour of a certain manufacture between two sets of men, neither of which can do the other's work. The one set consists of 3 men and the other of 5, and when they work in this proportion both sets are just fully employed. One man of the first set stays away for a week; by what fraction are the earnings of each man thus diminished, supposing them to work by the piece, and to divide their earnings equally?

3. A manufacturer having a capital of £5,000, on which he can realize by hand labour 10 per cent. profit, buys a machine for 1,000l., by which his profit on the remainder of his capital is raised to 20 per cent. This machine lasts 5 years. How much is he by that time the gainer, supposing him to draw £300 a year for the support of his family?

Section 5.

Prove one of the following rules of mental arithmetic in such a way as to make it intelligible to a class of children.

1. To find the value of 144 things in shillings, multiply the price in farthings by 3.

2. To find the interest of any sum of money for any number of months at any rate per cent., count one penny for each £10 in the principal, then multiply the number of months and by double the rate per cent.

3. To find the interest at 5 per cent. for any number of days; multiply the principal by $\frac{1}{3}$ the number of days; cut off the right hand figure of the product, and consider the other figures as pence, deducting 1d. for each 6s. in the result.

BOOK-KEEPING.

What are the books commonly used in the keeping of a tradesman's accounts, and for what purposes?

Give examples of the entries in these books severally.

MUSIC.

Section 1.

Write out the substance of a lesson on "*sharps and flats*."

Section 2.

1. Explain the terms "*1^{ma} volta*," "*2^{da} volta*," "*da capo al segno*," "*bis*," "*8^{va}*."

2. Write down the principal words used to express the pace at which music is to be performed, and any derivatives from these words which are in common use.

3. What is meant by "*inversion*?" what law is to be observed in all inversions?

Section 3.

1. Explain, as you would to a class of children, the terms "*melody*," "*harmony*," "*root*," "*fundamental base*."

2. What note in a scale is called "*the leading note*;" and why? Can the leading note have a common chord?

3. Can all the sounds of the common chord move at the discretion of the performer? If you know any rule which regulates one or more of them, state it.

Section 4.

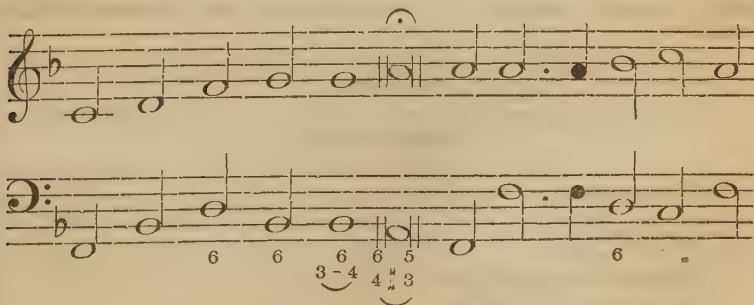
1. If you had a class about to commence the study of harmony, to what points would you direct attention, in the first instance?

2. Make common cadences, with the chords in different positions, in the key of C major, some with, and some without inserting the $\sharp$ upon the dominant.

3. How is the chord of the diminished seventh produced? Give an example.

Section 5.

Put chords to the following exercise:—



SCHOOL MANAGEMENT.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. How would you organize a school of 100 children, from 7 to 13 years of age, supposing that you had two pupil-teachers in their second and fourth years respectively? Draw a plan of the school-room you would prefer, showing the arrangement of the classes, and of the forms and desks. What subjects would you yourself teach, and what would you assign to your pupil teachers? -

2. What different methods have been devised for organizing elementary schools? Illustrate your descriptions of these by diagrams, state which of them you yourself prefer, and the reasons for that preference.

3. What objects should specially be kept in view in the organization of a school? What are the advantages resulting from a good organization, and what are those elements of a good school which no organization, however good, will secure?

Section 2.

1. Show the divisions of the page of a register, by which the date of the transfer of each boy in a school from class to class may be recorded and easily referred to. What would be the advantages of using such a register? What other means could you devise for recording the progress which each child is making.

2. What expedients should be adopted to secure a regular attendance of the children in a school? What are those qualities of the master which are most likely to promote this regular attendance?

3. Describe some of the characteristic defects of teaching in elementary schools.

Section 3.

1. What are the characteristic dangers of the schoolmaster's profession; 1st, with reference to himself; 2d, with reference to his scholars?

2. In what respects may the selfishness of a teacher be prejudicial to the interests of his scholars and to his own? What facilities are afforded him for the indulgence of it?

3. What ground is there for having faith in education; first, from Scripture; secondly, from reason? Considering the education of children to be going on partly at home and partly at school, state in what respects each of these two kinds of education has resources peculiar to itself, and advantages over the other. What reasonable ground is there for confidence in a good school education, even if it be counteracted by the education of the home?

ALGEBRA.

(FOUR HOURS ALLOWED FOR THIS PAPER, WITH THAT ON HIGHER MATHEMATICS.)

Section 1.

1. Add together

$$\frac{p}{ab}, \frac{q}{ac} \text{ and } \frac{r}{bc}$$

2. Reduce to its simplest form

$$\frac{7x-10}{5} - \frac{3x-7}{6} - \frac{27x-30}{30}$$

3. Reduce to its simplest form

$$\frac{a^2 - (b-c)^2}{(a+c)^2 - b^2} + \frac{b^2 - (c-a)^2}{(a+b)^2 - c^2} + \frac{c^2 - (a-b)^2}{(b+c)^2 - a^2}$$

Section 2.

Solve the equations,—

$$1. \frac{2x+7}{7} - \frac{9x-8}{11} = \frac{x-11}{2}$$

$$2. \frac{a}{b+x} + \frac{a}{b-x} = c$$

$$3. \sqrt{\frac{x}{4}+3} - \sqrt{\frac{x}{4}-3} = \sqrt{\frac{2x}{3}}$$

Section 3.

Solve one of the equations,—

$$1. \left. \begin{aligned} \frac{x+11}{10} + \frac{y-4}{6} &= x-7 \\ \frac{x+5}{7} - \frac{y-7}{3} &= 3y-x \end{aligned} \right\}$$

$$2. \left. \begin{aligned} a(x^2+y^2) - b(x^2-y^2) &= 2a \\ (a^2-b^2)(x^2-y^2) &= 4ab \end{aligned} \right\}$$

$$3. \left. \begin{aligned} (x^2-xy+y^2)(x^2+y^2) &= 91 \\ (x^2-xy+y^2)(x^2+xy+y^2) &= 133 \end{aligned} \right\}$$

Section 4.

1. A and B jointly have a fortune of 9,800*l*. A invests the sixth part of his property in business, and B the fifth part, and each has the same sum remaining. How much had each?

At what rate per cent. would the present value of a debt of 450*l*. payable in 5 years be the same as that of 400*l*. payable in 3 years?

N.B.—Work this problem, if you can, supposing compound interest: if not, supposing simple interest.

3. Three labourers are employed on a certain work. A and B would, together, complete this work in *a* days; A and C would require *b* days to complete it in, and B and C, *c* days. In what time would each of them finish it *alone*; and how long will they take when all working together?

Section 5.

1. I buy a piece of cloth for 3*l*. If there had been 3 yards less in it it would have cost a shilling more per yard. How many yards did it measure?

2. What two numbers are those whose difference multiplied by the difference of their squares is 160, and their sum, multiplied by the sum of their squares, 580?

3. The joint capital of two partners is 2,000*l*. One of them withdrew at the end of 12 months, and received for capital and profit 1,040*l*. The capital and profit of the other amounted at the end of 17 months to 1,710*l*. Supposing the same interest to have been made during the whole of this time on the capital invested, and allowing simple interest, how much did each invest?

EUCLID.

(FOUR HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. If from the ends of the sides of a triangle there be drawn a straight line to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

2. In any right angled triangle, the square which is described on the side subtending the right angle is equal to the sum of the squares described upon the sides which contain the right angle.

3. If a straight line be divided into any two parts, the squares of the whole line, and of one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.

Section 2.

1. If in a circle two straight lines cut one another, which do not both pass through the centre, they do not bisect each other.

2. The diameter is the greatest straight line in a circle; and of all the others, that which is nearer to the centre is always greater than the one more remote; and the greater is always nearer to the centre than the less.

3. To inscribe a circle in a given square.

Section 3.

1. In a right angled triangle, if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle and to one another.

2. Equal triangles which have one angle of the one equal to one angle of the other, have their sides about their equal angles reciprocally proportional.

3. Equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides.

Section 4.

1. Upon a given base to describe an isosceles triangle equal to a given rectangle.

2. To find a point within a triangle, so that lines drawn to the angles shall divide the triangle into three equal parts.

3. Show that the lines which bisect the angles of a parallelogram form a rectangle.

4. The perpendiculars let fall from the three angles of any triangle on the opposite sides intersect each other in the same point.

MENSURATION.

Section 1.

1. Prove the rule for determining the area of a triangle, having given the base and the perpendicular upon it from the opposite angle.

2. Prove the rule for finding the area of a triangle, having given the sides.

3. Prove the formula for determining the volume of earth taken from an excavation, known as the Prismoidal Formula.

Section 1.

1. What is the area of a room 16 ft. 7 in. long, and 13 ft. 5 in. wide? Prove each step in the operation, and interpret each in the result.

2. There is a goblet of gold the price of which is 100*l*. What would be the price of a similar goblet which would contain twice as much? The thickness of the gold in the two goblets is to be the same.

3. A circular ring is to be constructed with a given quantity of iron so as to have a given surface; the section of the iron of the ring is to be square; determine its dimensions.

HIGHER MATHEMATICS.

Section 1.

1. Find the 7th term of the series

$$-\frac{1}{2}, -\frac{1}{3}, -\frac{1}{6}, \&c.$$

2. What is that arithmetical series having 29 terms, whose first term is 3, and the last 17?

3. Given the first term, the last term, and the sum in a geometrical progression; it is required to find an expression for the number of terms.

Section 2.

1. In how many different ways can the letters a, b, c, d, e, f, g, be written after one another? How many of these begin with f g?

2. A farmer proposes to lay out 88*l.* 10*s.* in purchasing two kinds of sheep, the average price of one kind being 21*s.* and of the other 31*s.* per head. In how many different ways can he make up his flock of these two kinds of sheep, so as just to lay out that money?

3. Expand $\frac{1+x}{(1-x)^3}$ into a series ascending by powers of x , by the method of indeterminate coefficients.

Section 3.

1. What will a capital of $\mathcal{L}a$, invested at r per cent. compound interest, amount to in n years, supposing $\mathcal{L}b$ to be taken from it annually?

2. A usurer lent 600*l.* on good security, on condition of being paid back 800*l.* at the expiration of 3 years. What interest did he take per cent., allowing compound interest?

3. Prove the binominal theorem in the case in which the index is a positive integer; and apply it to determine the middle term of the expansion of $(a^{\frac{1}{3}} + b^{\frac{1}{3}})^3$.

Section 4.

1. Define the logarithm of a number, and show that the logarithm of the quotient of two numbers is equal to the difference of their logarithms.

2. Show that

$$\cos(A - B) = \cos A \cos B + \sin A \sin B.$$

3. Show that if a, b, c be the sides of a plane triangle, and S half their sum, and if A be the angle opposite to a , then $\tan \frac{1}{2} A = \frac{(S-b)(S-c)}{S(S-a)}$

Section 5.

1. Explain fully what is meant by the differential coefficient of a function, and show how to differentiate the quotient of two functions.

2. Prove Taylor's theorem.

3. Investigate expressions for the area of a parabola, and for the solid content of a spheroid.

PHYSICS.

(THREE HOURS ALLOWED FOR THE PAPER ON THESE TWO SUBJECTS.)

Section 1.

1. What is the law of the reflexion of light? Account for the image of an object placed at any distance before a plane mirror appearing at the same distance behind it.

2. Account for the separation of a beam of light into its different coloured rays by passing through a prism.

3. Show where an object must be placed before a concave mirror that the image may be greater than the object. Investigate a relation between the distance of the object, and that of the image from the centre of the sphere of whose surface the mirror forms part.

Section 2.

1. A magnetic bar when suspended from its centre of gravity does not hang horizontally : account for this.

2. What is meant by induced magnetism? Is such induced magnetism ever produced in the iron of a ship, and by what cause? Has any expedient been adopted to neutralize its effect on the compass, and what?

3. Explain the principle of the electric telegraph.

Section 3.

1. Write down all you know about oxygen. What has it to do with respiration and the combustion of fuel?

2. How may chlorine be obtained, and what are its properties?

3. Give some account of the compounds of carbon.

Section 4.

1. What motion takes place in water when heat is applied to the bottom of the vessel which contains it? How is this applied in the hot-water apparatus for heating apartments?

2. Why does ice float on the surface of the water in which it is formed? What advantages result from this property of ice? Why is it that leaden pipes are burst when the water in them is frozen, and that rocks are disintegrated by the action of frost?

3. What is meant by the law of combining proportions in chemistry or chemical equivalents? Give examples of it, and of the chemical nomenclature formed in accordance with it.

INDUSTRIAL MECHANICS.

Section 1.

1. On what point will a bar balance which is 6 feet long, and which carries at one extremity a weight of 12lbs and at the other of 29lbs, supposing the bar to be without weight? If the bar itself weighs 20lbs. and is of uniform thickness, what difference will this make in the position of the fulcrum?

2. Investigate a rule for determining the work necessary to raise a body up an inclined plane of small inclination, taking into account friction.

3. Explain what is meant by the specific gravity of a body? Show how the specific gravity of a solid may be found; and describe and explain the hydrometer.

Section 2.

1. What is the working horse power of an engine which raises 2,000 cubic feet an hour from a depth of 80 fathoms?

2. The velocity of a torrent is 30 feet per second, and its section is two square feet; find the horse power of an undershot wheel which should apply all the power of this torrent.

3. How many cubic feet of water must an engine be capable of evaporating per minute, that it may work at 400-horse power, the mean pressure of the steam in the cylinder being 45 lbs. per square inch, and the vacuum resistance being neglected?

N.B.—The volume to which a cubic foot of water expands itself when converted into steam at 45 lbs. per sq. in. pressure is 610 cubic ft.

Section 3.

1. Describe and explain the water ram.
2. Describe and explain the construction of the D valve and of the condenser in the condensing steam engine.
3. Describe and explain the construction of a common clock.

LANGUAGES.

(FOUR HOURS ALLOWED FOR THIS PAPER, WITH THAT ON MUSIC.)

1. Translate, *literally*, one of the following passages:—

(1) Ἐλεγε δὲ πρὸς πάντας, “Εἴ τις θέλει ὀπίσω μου ἔλθειν, ἀπαρνησάσθω ἑαυτὸν, καὶ ἀράτω τὸν σταυρὸν αὐτοῦ καθ’ ἡμέραν, καὶ ἀκολουθεῖτω μοι. ὃς γὰρ ἂν θέλῃ τὴν ψυχὴν αὐτοῦ σῶσαι, ἀπολέσει αὐτήν· ὃς δ’ ἂν ἀπολέσῃ τὴν ψυχὴν αὐτοῦ ἐνεκεν ἐμοῦ, οὗτος σώσει αὐτήν. τί γὰρ ὠφελεῖται ἄνθρωπος, κερδήσας τὸν κόσμον ὅλον, ἑαυτὸν δὲ ἀπολέσας ἢ ζημιωθείς; ὃς γὰρ ἂν ἐπαισχυνθῇ με καὶ τοὺς ἐμοὺς λόγους, τοῦτον ὁ υἱὸς τοῦ ἀνθρώπου ἐπαισχυνθήσεται, ὅταν ἔλθῃ ἐν τῇ δόξῃ αὐτοῦ καὶ τοῦ πατρὸς καὶ τῶν ἁγίων ἀγγέλων.

Parse ἔλθειν—ἀράτω—ἀπολέσει—ἀπολέσῃ—ζημιωθείς.

(2) Ἦν δέ τις ἐν τῇ στρατιᾷ Ξενοφῶν, Ἀθηναῖος, ὃς οὔτε στρατηγὸς οὔτε λοχαγὸς οὔτε στρατιώτης ὢν συνηκολούθει, ἀλλὰ Πρόξενος αὐτὸν μετεπέμψατο οἴκοθεν, ξένος ὢν ἀρχαῖος· ὑπισχνεῖτο δὲ αὐτῷ, εἰ ἔλθοι, φίλον αὐτὸν Κύρω ποιήσῃ, ὃν αὐτὸς ἐφ’ κρείττω ἑαυτῷ νομίζειν τῆς πατρίδος. Ὁ μέντοι Ξενοφῶν ἀναγνούς τὴν ἐπιστολὴν ἀνακοινούται Σωκράτει, τῷ Ἀθηναίῳ, περὶ τῆς πορείας. καὶ ὁ Σωκράτης, ὑποπτεύσας μὴ τι πρὸς τῆς πόλεως ὑπάτιον εἴη Κύρω φίλον γενέσθαι, ὅτι ἐδόκει ὁ Κύρος προθύμως τοῖς Λακεδαιμονίοις ἐπὶ τὰς Ἀθήνας συμπολεμῆσαι, συμβουλεύει τῷ Ξενοφῶντι ἐλθόντα εἰς Δελφοὺς ἀνακοινῶσαι τῷ θεῷ περὶ τῆς πορείας.

1. Parse ἀναγνούς—λοχαγός—ὑπισχνεῖτο—κρείττω—ἀνακοινῶσαι.

2. Give some of the meanings of μετὰ—ὑπὸ—and ἀνὰ, in composition.

2. Translate *one* of these passages into literal English prose:—

(1) Labienus, quum et loci natura et manu munitissimis castris sese teneret, de suo ac legionis periculo nihil timebat; ne quam occasionem rei bene gerendæ dimitteret, cogitabat. Itaque a Cingetorige atque eius propinquis oratione Indutiomari cognita, quam in concilio habuerat, nuncios mittit ad finitimas civitates equitesque undique evocat: iis certum diem conveniendi dicit. Interim prope quotidie cum omni equitatu Indutiomarus sub castris eius vagabatur, alias ut situm castrorum cognosceret, alias colloquendi aut territandi causa: equites plerumque omnes tela intra vallum coniciebant. Labienus suos intra munitiones continebat timorisque opinionem, quibuscūque poterat rebus, augebat.

Parse teneret—gerendæ—castris—conveniendi—alias.

(2) Provehimur pelago vicina Ceraunia iuxta,
unde iter Italiam cursusque brevissimus undis.
Sol ruit interea, et montes umbrantur opaci;
sternimur optatæ gremio telluris ad undam,
sortiti remos, passimque in litore sicco
corpora curamus; fessos sopor irrigat artus.
Necdum orbem medium Nox horis acta subibat
haud segnis strato surgit Palinurus, et omnes
explorat ventos, atque auribus aëra captat;
sidera cuncta notat tacito labentia cœlo,
Arcturum, pluviasque Hyadas, geminosque Triones,
armatumque auro circumspicit Oriona.
Postquam cuncta videt cœlo constare sereno,
dat clarum e puppi signum; nos castra movemus,
tentamusque viam, et velorum pandimus alas.

3. Translate the following into English :—

Il y a quelquefois dans la destinée un jeu bizarre et cruel ; on *dirait* que c'est une puissance qui veut inspirer la crainte, et repousse la familiarité confiante ; souvent, *quand on se livre le plus* à l'esperance, et surtout *lorsqu'on* a l'air de plaisanter avec le sort et de compter sur le bonheur, il se passe quelque chose de redoutable dans le tissu de notre histoire, et les fatales sœurs *viennent* y mêler leur fil noir, et *brouiller* l'œuvre de *nos* mains.

Parse the words printed in italics.

WELSH.

1. Translate into English one of the following passages ; viz. :—

“ A wyddost ti yr amser i eifr gwylltion y creigiau lydnu ? a fedri di wylled yr amser y bwrw yr ewigod loi ? A gyfrifi di y misoedd a gyflawnant hwy ? ac a wyddost ti yr amser y llydnant ? Ymgyrrnant, bwriant eu llydnod, ac ymadawant a'u gofid. Eu llydnod a gryfhâ, cynnyddant yn y maes : ânt allan, ac ni ddychwelant attynt hwy. Pwy a ollyngodd yr asyn gwyllt yn rhydd ? neu pwy a ddattododd rwymau yr asyn gwyllt ? Yr hwn y gosodais yr anialwch yn dŷ iddo, a'r diffaethwch yn drigfa iddo. Efe a chwardd am ben lliaws tref ; ni wrendy ar lais y geilwad.”

“ Can nad oedd gan y prydydd cyntaf un cynllun, gweledig na chlywedig, o'i flaen i'w ddyngu i gyfansoddi cerdd, pa beth, pa allu, a weithiai ar ei ymbwyllio i anturio y gorchwyl ? Ei ddawn gynhenid, y ddawn oedd gyfansawdd a'i anian, ac a anwyd gydag ef. Yr oedd efe yn gyfarwydd yn ei famiaith, yn ymhoi ynddi, ac yn ei gweled yn rhagori ar bob iaith arall. Llavenydd a gorfoledd yspryd a barai iddo dorri allan i draethu teimladu ei fynwes mewn iaith mwy derchafedig nag a arferid mewn ymadroddion cyffredin. Y gerdd henaf ar gof a chadw ydyw Cân Ddiolchgarwch Moses a phlant Israel ar draethell môr Edom, pan ddymchelwyd eu herlidwyr, Pharoah a'i fyddin, ai feirch, a'i gerbydau, yn rhyferthwy y dyfroedd chwyddedig.”

2. Point out, and explain carefully the laws of all the literal mutations that occur in whichever of the above passages you may have translated.

3. Translate into Welsh one of the following passages ; viz. :—

“ Many young men, at the present day, seem possessed with the idea that they ought to be constantly endeavouring to *better* their position in life, and to be always aiming at the acquisition of something more valuable than what they actually hold. No matter how good their situation may be in other respects, they will quit the kindest employers, and go to strangers, for the difference of two or three pounds in their salaries. This is pure folly ; just as if comfort could always be bought for money, or friendship and regard be bestowed in proportion to the number of pence.”

“ One of the principal duties of every good citizen is to support the established laws and institutions of his country, in opposition to the constant changes which selfish men, under a pretence of patriotism, are ever trying to force upon the public. Patriotism may sometimes be one of the most solid, but is generally one of the most empty, of public virtues. If the mask that covers the face of the loudest declaimer for what he calls his country's good could be suddenly removed, there would often be found beneath it only a bag of bones puffed up with froth and wind.”

4. Give some account of the syntax of the noun in Welsh grammar, and show how the absence of *cases* is supplied.

5. How are the genders of Welsh adjectives formed ? Give examples.

6. What are the distinctive uses of *a* and *y* when placed before verbs ?—how do they affect the verbs ?

Special Report, for the year 1851, on the Church of England Training Schools for Schoolmistresses. By Her Majesty's Inspector of Schools, the Rev. F. C. COOK, M.A., &c.

MY LORDS,

December 1851.

IT is with no slight feeling of satisfaction that I submit to your consideration this second report upon the institutions for training schoolmistresses, which I have visited in the course of last summer, in conjunction with the Inspectors of the various districts. There are unmistakeable symptoms of a general improvement. On the one hand several new institutions have been established, or commenced, since my last report, each of them upon a liberal and well considered system; and on the other hand nearly all those, upon which I have previously reported, have materially extended their sphere of usefulness, either by increasing their staff of officers, or by enlarging their means of accommodation; and, as I may assert generally, those changes have been accompanied by a manifest and general progress in the most important departments of normal education. The instruction is now sound and accurate—fewer cases of entire failure in elementary subjects have occurred or are likely to occur at the annual examination—more attention has evidently been paid to the practical bearings of such instruction upon the work to be done by school teachers,—and the various methods of teaching children are now directly and more generally inculcated, while the principles upon which those methods are or ought to be based are investigated with greater care, and made more generally the subject matter of the professor's lectures. It may now be regarded as a fact that whatever other differences exist between the managers of these schools all are unanimous in admitting that the professional training of teachers should be their main object, and that as near an approximation to uniformity of system as is desirable or practicable will probably be the result from causes now in operation. That such a state of progress is unequal, and attended with some difficulties—that new questions should present themselves—and new expedients should be needed—is no more than might have been anticipated; but I shall ill succeed in stating the facts which have come under my observation if they do not produce or strengthen the impression that the increased zeal and enlarged views of the managers, with the liberal assistance already given by your Lordships measures, will ere long supply nearly all the parishes of England with teachers better taught and more completely trained than this or indeed any other country * has sent forth.

Before entering upon these subjects I must refer briefly to some points upon which I had occasion last year to report at some length. I was naturally anxious to ascertain whether the explanations then given of the principles which had hitherto guided the Inspector in preparing examination papers, were generally felt to be satisfactory, and whether they appeared to be generally understood. After a careful inquiry into the opinions of those most interested in the question, I am enabled confidently to state, that whatever opinions may exist as to the skill with which the examinations have been conducted, all suspicions of unfair bias in the examining Inspectors, or of attempts to interfere unduly with the course of instruction adopted after mature consideration by the founders

* Female training schools are, as I believe, peculiar to England. In Germany the want of such institutions has been long felt, and will probably lead to the establishment of some upon a footing and system not very dissimilar to our own.

and managers of training schools, have generally disappeared. At the same time various opinions are afloat touching the extent and objects of the Inspector's duties, as well as the manner in which those duties are discharged which make it necessary or advisable to state briefly the views which in common, as I believe, with all my colleagues, I have hitherto entertained.

There can be no doubt that an Inspector is strictly precluded, by the very terms and conditions of his appointment, and by the instructions on all occasions issued by your Lordships, from any direct interference in the management, organization, and educational systems of the normal as well as elementary schools. This interference is especially to be deprecated in those points where it would be most sensibly felt, viz. in the religious and moral training. On the other hand it is equally clear that Her Majesty's Inspectors are bound to inquire minutely and to report fully and accurately, not only upon the attainments of students, but upon the character and efficiency of the system by which they are prepared for their professional duties. It is also clearly within their province to give the managers and officers of these institutions whatever information they may require, and, when invited by them, to make suggestions and to offer advice. As an ordained minister of the Church, on the other hand, he is under a peculiar obligation to use what influence he may possess in furtherance of religious knowledge and practice. To perform these duties so as to avoid offence, and not to overstep the limits traced out for him, is evidently a matter of no small difficulty; and, for my own part, I feel most grateful for the kind and considerate conduct of the many distinguished persons with whom I have been brought into contact, and to whom I am mainly indebted for whatever measure of success may have attended my efforts to give satisfaction on these points. I have found the following course, which I have always pursued, when practicable, upon the whole least liable to objection, and best calculated to effect the results which I have in view. After a careful inquiry into the arrangements of each school, its organization and system, tested by an oral examination of the students, or by attendance at the lectures given by the professors, I have always invited the officers and members of the several committees to a personal conference. I have then stated the precise results of the last examination on each subject, and my opinion of the actual condition of the institution. When called upon I have also expressed my opinion candidly and freely upon any deficiencies which I may have observed, or any subjects and methods which may appear to have been more efficiently conducted in other places, or under other circumstances. This enables me at once to touch upon points which might otherwise lead to misapprehension, and while it puts the managers fully in possession of the information which they may desire, also obviates, in most cases, the necessity of printing observations, which might have a detrimental influence upon the institutions. On the other hand I am anxious on these occasions to hear any objections that may be entertained against the system of inspection or the manner in which it is carried into effect. Discussions touching the subject matter, the extent and efficiency of the annual examinations, when conducted in a candid spirit of inquiry, cannot but tend to good, and I have derived much benefit from suggestions on these occasions. When such objections rest upon misapprehensions no better opportunities can be found for giving full explanations, and even should they be connected with prejudices, or unfounded suspicions, it is obviously desirable that they should be freely discussed. The results of the interviews this last year have been generally satisfactory, and circumstances have occurred which induce me to express a strong opinion, that at every future visit such a conference should form a prominent feature of the periodical visit of inspection.

I visited the training schools this year in the months of May and June.

At the Whitelands and the Home and Colonial training schools I passed several days at intervals. At Cheltenham I remained a week, part of three days at Warrington, and also at Brighton. My visit to York was briefer than usual, owing to the accidental absence of the secretary. I also paid a short visit to Truro in Cornwall, and in the latter part of the year attended meetings of the committees of management at Derby and Norwich, in the former of which places a handsome building is now completed, and in the latter arrangements are nearly made for setting their institution on a permanent basis.

The statistics of each of these institutions are given in a detailed form in the Appendices. I will here briefly state the chief improvements which have been introduced in the course of last year.

At Whitelands there is now sufficient accommodation for 100 students, instead of 64, the former number. Large and handsome lecture-rooms, a refectory, and other offices have been added; and complete and judicious arrangements have been made at a heavy expense for instructing the pupils in all details of housekeeping.

These external changes have also been accompanied with considerable modification of the training and teaching power. The staff now consists of the Rev. H. Baber, chaplain; Mr. W. Knighton, formerly professor at Cheltenham, the principal lecturer and teacher of the art of teaching. Two governesses, who are chiefly engaged in preparing the students for the lectures, and examining them as to their knowledge; they also give lessons, principally to the lower classes of students. Music is taught by Professors Hullah and May. Domestic arrangements are superintended by Mrs. Harris, who also directs all instruction given to the pupils in domestic economy. There are three practising schools, each under a certificated mistress, assisted by pupil teachers and students; the whole under the special superintendence of Mr. W. Knighton. With these arrangements Whitelands is likely to give unqualified satisfaction, and to produce a large annual supply of thoroughly well trained and well instructed teachers.

HOME AND COLONIAL.—No change has been made in this institution in fact none was needed in the most important of its departments; the staff of teachers being remarkably complete and efficient. In addition to the salaried officers, whose names and duties are given in the Appendix, no inconsiderable portion of the work is superintended or conducted by friends of the society. The results of the last examination bear striking testimony to the excellence of the teaching and the proficiency of the students, in those subjects especially which are most valuable to a school teacher. The domestic arrangements are less complete; the accommodation for the board and lodging of students is not equal to that generally considered to be requisite or desirable, and there are no means of giving any practical insight into the details of housekeeping. It may be questioned whether an improvement in these respects would not conduce to the increased efficiency and popularity of this excellent institution; the managers, however, appear to be generally of opinion that there is some danger of encouraging over-refinement of habits, and of unfitting young females for hardships and difficulties which they may have to encounter in after life, when too sedulous attention is bestowed upon their comforts in training schools; and with regard to domestic economy they are still in doubt how far it is practicable to combine an efficient system with the course of instruction absolutely needed by the students who remain but one year in the school. Some changes might, however, be effected in the former respect, without any danger of such a tendency as they apprehend; and the previous preparation which pupil teachers and Queen's scholars undergo will obviate the objections made to what must be admitted to be a desirable, and is generally found to be a practicable system.

WARRINGTON.—No change had been made in the domestic arrangements of this institution when I visited it this year. It has already been described as a remarkably handsome and well-arranged building. The lecture and class rooms are especially commodious and spacious. At that time the managers intended to make very complete arrangements for economical and domestic training. A large kitchen and laundry, upon an ingenious and, as I believe, a very successful system, had been opened to the students, though the work in the former had been suspended owing to some difficulties which will probably be removed. Since that date, and in consequence of suggestions made last year, the managers have applied for grants towards the completion or extension of a plan which, if carried out by your Lordships assistance, will supply accommodation for a large number of students, and enable the officers to give practical instruction in all branches of housekeeping. The Hon. and Rev. Horace Powys, to whose untiring zeal and great liberality the cause of education in the north of England is most deeply indebted, and to whose exertions two great normal schools owe their existence, justly attaches great importance to this department, and under the superintendence of the committee of management there can be no doubt that it will be efficiently organized and carried on. I am able to speak in the most favourable terms of the progress of the students in other subjects of instruction. The result of the last examination, in which Warrington obtained a larger number of good certificates than any, except the Metropolitan training schools, was not more satisfactory than I expected from the industry, attainment, and ability of the officers. The governess, a niece of Mrs. Duncan, of Salisbury, has in fact exerted herself with unremitting zeal to the discharge of her onerous duties, and the best spirit evidently animates the other officers. The chaplain who, in addition to his clerical duty, instructs the pupils in the art of teaching, and exercises a general control and superintendence over their studies, was regularly trained and for a long time took part in the teaching at St. Mark's, Chelsea. It might, perhaps, be desired that the attention of this officer and of all the teachers were wholly confined to the training school, yet it is probable that the partial union with the Clergy Orphan school in contiguous premises enables the managers to secure the services of a more expensive and efficient staff than would otherwise be within their reach. It should also be remarked that the managers have made this a national institution, having altered their regulations so as to admit pupils from all parts of the kingdom, and not restricting their trained teachers to employment in the diocese for whose behoof the school was originally established. This I believe to be a wise liberality, worthy of general imitation; for, although it may be easier to collect funds in the first place by an appeal to local interests and feelings, it is clear that the diocese in which the school is situate will have the first choice of teacher, the students being generally dependent on the recommendation of the local managers, while the absence of all restrictions secures a large number of competitors, and is likely to fill such institutions with the choice of the pupil teachers. It is with great pleasure that I bear testimony to the good work done at Warrington, where the teachers have hitherto laboured under peculiar difficulties from the remarkably low standard of attainments in the pupils whom the managers were unwilling to admit, and yet found it impossible to reject.

YORK.—This school remains in the same condition as in former years. The principal governess deserves every encouragement for the assiduity, skill, and judgment with which she has discharged her duties. Her exertions, seconded by her sister, secured a very fair proportion of certificates to the pupils at the last examination. But I feel bound once more to record my opinions. 1. That the staff of teachers is inadequate, the officers nominally employed in the training school being partly engaged in teaching the pupils of a middle school. 2. That the practising school

is in a very unsatisfactory condition, quite unfit at present for all purposes of training; and, 3. That the sum annually expended upon the normal school is not sufficient to supply it with those means and appliances that are found necessary in all similar institutions. I went to York late in the year a second time in order to confer with the committee upon these and other points, and I am happy to state that after hearing Mr. Watkins's report they passed a resolution to the effect that measures should be taken to put the practising school on as efficient a footing as local circumstances will permit. The other deficiencies can only be supplied by an increase in the funds at their disposal. From the statement printed in the Appendix it appears that the grant from your Lordships nearly covers the difference between their receipts from the pupils and the yearly expenditure. No blame could attach to the managers if this establishment were entirely self-supporting; on the contrary, it would be a most satisfactory result, provided that it was also complete in its organization, but this cannot be affirmed when no means exist for economical or industrial training, where a most important branch of professional education is defective, and where the time and attention of the teachers is divided between incompatible duties. It is because I perceive and gladly acknowledge the merits of those teachers who have done so much that I am anxious to see them provided with sufficient means, and it surely might be expected that an appeal to the large counties in the north-east of England which have no other institution for training schoolmistresses, so much wanted in every part of the district, would be liberally answered.

CHELTENHAM.—No change had been made at the date of my visit in the organization of this school since my last report. One resident governess had been then appointed. I have already remarked upon some peculiarities in the system. The pupils attend lectures in the training college for masters, at some little distance, and have the advantage of professional teaching of a higher order than could otherwise be provided considering the limited funds at the disposal of the managers. They also hear model lessons given by the principal, the master of method, and other officers of the same institution in the practising-schools, they receive instruction from them upon the best methods of teaching, and give lessons under their superintendence which are afterwards the subject of careful and systematic criticism. I feel no hesitation in recording my opinion that very satisfactory results have been attained by this system. The students are intelligent, and have their minds directed and well informed upon the most important of their professional duties. At the same time the results of the last examination fully bore out the opinion which I formed and expressed strongly to the managers, that the staff of teachers directly connected with this school was not sufficient. I attribute the failures in elementary subjects, which every schoolmistress will have to teach, and ought therefore to know thoroughly, to this and to no other cause: and I am happy to state, that at my last visit in conjunction with Mr. Bellairs we succeeded in communicating this conviction to the managers. It has not yet been found practicable to give instruction in domestic matters, although the premises are not inconvenient for that purpose. Considerable improvements have been made in the dormitories, which are now separate and well arranged.

BRIGHTON.—This excellent institution remains, in most respects, in the condition described in my last report. The teaching power is efficient—the proficiency of the students satisfactory—and the practising-school, which has been much improved in its arrangements, is conducted with skill and success. At a conference with the managers I had an opportunity of pointing out the great advantages which would be derived, if by enlargement of the premises, or by the erection of a new building, provision were made for training a supply of schoolmistresses sufficient for the

eastern counties south of the Thames. Since that time I am happy to find that collections have been set on foot, and the committee have determined to found a new establishment upon a convenient site. I have no doubt that the well-earned reputation of this institution will be greatly extended under more favourable external circumstances. Out of sixteen students now residing fourteen attend the Christmas examination for 1851.

TRURO.—I visited this school upon the invitation of the committee. It had not hitherto been inspected, not having received any grant of public money. The object of my visit was to ascertain whether, and under what conditions, the students could be admitted to examination for certificates, and the institution be entitled to payment for training them. It is, however, scarcely organized so as to be called a normal school. It was a good arrangement, perhaps the best that was practicable under existing circumstances, but very imperfectly adapted either for the purpose of training or of instructing schoolmistresses. It grew, in fact, out of an elementary school, in which boys and girls are separately instructed by efficient teachers. A few young women have been admitted to reside on the premises, to attend the lessons in the school, and to receive extra instruction from the master and mistress. A chaplain superintended the religious teaching and exercised some general control over the discipline, &c. A sister of the mistress is specially charged with the instruction of the students when they are not otherwise engaged. It is evident that some considerable changes must be made in order to provide properly for the work. The master and mistress, each of whom has a large school and pupil teachers to manage, cannot find time for this department. They must be either over-worked, or neglect some part of their duties. The domestic accommodation also, and the arrangements for teaching, including lecture-rooms, are insufficient. At the same time there are many circumstances which induced me and my colleague, the Rev. E. Douglas Tinling, who visited Truro with me, to look with hope and interest upon the present state and prospects of this institution. It is evident that a class of schoolmistresses specially trained with reference to local wants and difficulties is exceedingly needed for the two south-eastern counties. The little that has been done appears to have been done judiciously and in an excellent spirit. The chaplain is a gentleman of high attainments, and deeply interested in his work. The practising-school, with some alterations, involving no great expense, might be made thoroughly efficient. The present mistress might be safely entrusted with the care of domestic arrangements; and, with good lecture-rooms, additional dormitories, and a proper supply of apparatus, the whole institution might be so organized as to merit the annual payments for certificates. A more considerable outlay would be well repaid both by an increased annual income, and still more by the ultimate results, provided that it were so expended as to justify the appointment of Queen's scholars. These points will probably be the subject of official correspondence, and I hope with satisfactory results.

DERBY.—I visited this new training school late in the year in order to confer with the managers, and report upon the organization. The building is very handsome; the accommodation excellent; there are good rooms for lessons, and the apartments are generally well arranged. I should have thought it advisable to have one large room in which all the pupils might be assembled for general lectures, examinations, and prayers, and it appears that one of the lower apartments may be adapted to these purposes. At the time of my visit the proposed staff consisted of a chaplain, the Rev. J. Latham, a gentleman of great energy and thoroughly conversant with all educational questions—a lady superintendent, Miss Lawford, who takes especial charge of the domestic arrangements and industrial or economical training of the students,—and one resident governess, Miss Bradshaw, a certificated teacher, trained at Whitelands, and admirably qualified by disposition, character, and attainments for her

post. It appeared to me that the staff would scarcely be sufficient, considering that the chaplain resides at some distance, and could not attend daily; and since my visit I am glad to hear that the managers intend to engage another governess. The prospects of this institution are very hopeful; it is under the management of an active committee, and the character of the officers is a sufficient guarantee for the efficiency of the instruction, as well as of the moral, religious, and professional training.

NORWICH.—During many years teachers for elementary schools have been trained in this city under the superintendence of the Rev. A. Bath Power. The female pupils have resided in a small house situate in the Close of the cathedral. I had frequently occasion to observe, when Norwich and Suffolk formed part of my district, that young persons from this institution had acquired a knowledge of their duties, combined with a practical tact and talent in the management of children, which was truly remarkable, considering the imperfect opportunities most of them had enjoyed. I knew also that the schools in which they were admitted to observe and practise the methods of teaching were in all respects equal, in some superior, to those attached to other similar institutions. The Rev. M. Mitchell, who succeeded me in this part of my former district, fully concurs in these opinions. I was, therefore, much gratified when I received official notice that plans were under the consideration of the committee for the purchase of large premises to be converted into a training school for 30 pupils, and that I was invited to attend a meeting in order to confer with the managers. Mr. Mitchell and I accordingly went to Norwich, and suggested some alterations, which were cordially approved of by a committee presided over by the Bishop and attended by nearly all the members. If carried into execution they will provide suitable accommodation for 40 pupils, who, under a very efficient staff of teachers and with the liberal management of that committee, are likely to compete on equal terms with any in the kingdom.

In addition to these schools, which I have visited, two others at Bristol and Bishop Stortford are now in progress. The only female Training-school not under inspection, so far as I am aware, is that in the diocese of Oxford, from which some good schoolmistresses have been supplied to my district. When the central school at Westminster is completed there will be a far larger number of teachers annually trained than could have been expected, and it is impossible not to look hopefully towards the results.

It will be important to ascertain two points as soon as possible, upon which at present I can only hazard what I believe to be a probable conjecture. First, whether the annual supply of trained mistresses will exceed or fall short of the demand. And secondly, whether the existing and projected training schools will be sufficient to receive the pupil teachers annually supplied by elementary schools.

As to the first point, I am sure that no apprehension of an over supply need be entertained for many years. It must be remembered that in every town and city the demand for masters and mistresses is exactly equal; a separate school for boys and girls being uniformly maintained wherever the number of children and the state of the school funds make it expedient. In agricultural parishes the demand for schoolmistresses far exceeds that for masters. A mistress is always needed for the girls, and is generally required for mixed schools, where the boys do not remain beyond the age of eleven. Such an arrangement is the most economical: and so far as my observation extends, when the mistress is properly trained, and is an energetic and judicious teacher, it is the most efficient. It will be some time ere a sufficient number of certificated mistresses are sent forth to bring the vast number of parishes where the education of the poor is to present little more than nominal within the reach of that liberal assistance which your Lordships' annual grants assure to well-organized and well-conducted schools. At present all the secretaries of the normal schools

whom I have consulted inform me that they have at least 50 applications for every schoolmistress they can supply.

The number of pupil teachers who can be admitted as Queen's scholars of course cannot exceed one fourth of the total number trained within the year: and it is evident that, if no other provision is made for them, no small proportion of these young women would enter upon their professional career with that kind of knowledge and training only that they can acquire in elementary schools. This would be a result much to be deprecated. They would be deficient in experience, and imperfect methods of teaching would be perpetuated; nor do I think that the apprenticeship system, which at present supplies excellent materials for normal training schools, would furnish schoolmistresses superior or equal to those formerly employed, without that well considered and complete professional training, those moral and religious influences by which the character and disposition of young women are moulded and developed in these institutions. I have, however, reason to believe that the managers of the training schools are generally disposed either to receive pupil teachers who pass a satisfactory examination on easy terms, or to offer exhibitions which will enable them to remain one or two years free of expense. And on the other hand, I know that the parents of no small number of the apprentices in my own district lay aside so much of the annual premiums as will pay for one or even two years training. Upon the whole I am inclined to think that there will be a fair opening for pupil teachers in the counties south of the Wash and the Mersey when the new training schools are opened; but that one or two large institutions are much needed for the north-east of England.

I will now attempt briefly to give some account of the proficiency of the students in each institution in those subjects to which the examination extended at Christmas 1850.

Religious Instruction.—From previous examinations and from personal observation I had long arrived at the conviction that the religious instruction was most comprehensive, most accurate, and most thoroughly digested in those institutions which are most remarkable for the general proficiency of the students in all subjects bearing upon their mental development and useful information. That conviction is strongly corroborated by the results of the last examination. The institutions which obtained the largest number of certificates and the highest marks in secular studies evinced their superiority most strikingly in the papers upon Holy Scripture, the Catechism, Liturgy, and Articles of the Church of England. The disparity is represented pretty accurately by the following table, which shows the proportion per cent. of those who obtained the highest or next to the highest marks in these subjects:—

	Holy Scripture.	Catechism, &c.
1. _____	44·19	27·91
2. _____	34·04	14·90
3. _____	23·07	23·97
4. _____	20·00	20·00
5. _____	10·00	5·00
6. _____	3·12	3·12

This table unquestionably gives a fair view of the comparative amount of religious knowledge, although I would not assert that it is a decisive test of the comparative value and efficiency of the religious training. It is possible, indeed I believe it to be the case, that in one institution where the written examination was least satisfactory, the object of the teachers had been rather to train the students to teach others than to give them information which they might be presumed to have acquired, or to be able to acquire, for themselves; and in another instance they appear to have aimed almost exclusively at the formation of a practical and devotional frame of mind and character. Both objects are confessedly of paramount

importance, and the neglect of them would make any institution wholly undeserving of support: but it must surely be a recognized principle that no normal school should rest satisfied unless the religious principles and religious teaching of every student be based upon a thorough knowledge of the text of Holy Scripture, and of the liturgical services and doctrinal formularies of our Church. The amount of knowledge required in order to obtain the marks referred to in the table is not more than will be found practically useful to every elementary schoolmistress, and indispensable for those who will be entrusted with pupil teachers. The great disproportion in the results is to be attributed, mainly, if not exclusively, to the difference between the amount of energetic and careful teaching in the respective institutions. In each of the two which stand highest, the religious instruction is carefully superintended by a chaplain, whose whole time and attention are devoted to this work. In some of those which rank low there has been so incomplete a staff of teachers, that it is rather a matter of surprise that so much has been effected than that the results should be to any extent unsatisfactory.

With regard to the questions themselves, I may be excused for observing, that having been instructed by your Lordships to prepare them, I was anxious so to frame them as to give fair scope to each candidate; so that the least advanced of those who had read the Scripture carefully, and had been instructed in the doctrines of the Church, might find in each section a question within her reach; and that the most industrious and thoughtful might feel that their labours would be approved and rewarded. It is gratifying to be able to state that those Committees of Management whom I met in conference expressed their satisfaction with these papers, which are and ought to be watched with great and anxious care.

Taking other elementary subjects in the same order as last year, and arranging the institutions as the preceding table, we find these striking coincidences in the general results. The proportion per cent. is estimated upon the three classes of marks below which the amount of knowledge shown by the candidate is not satisfactory.

Grammar.		Geography.		English History.		Domestic Economy.	
Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
2·33	58·12	34·88	41·86	20·93	62·79	16·28	51·16
21·27	44·68	12·76	61·71	21·27	29·79	12·76	36·18
·00	53·85	23·07	53·85	23·07	30·77	38·46	30·77
·00	65·00	35·00	40·00	30·00	50·00	25·00	55·00
·00	36·00	5·00	50·00	10·00	40·00	·00	35·00
3·12	46·87	6·25	59·38	·00	58·00	9·38	40·62

Grammar.—With two exceptions the papers were very moderate or unsatisfactory. In the two institutions which passed a good examination on this subject great pains had been taken to explain the principles of language and to exercise the pupils in the analysis and construction of sentences. As a general rule more difficulty is experienced in this than any subject. The students enter the institutions for the most part with very imperfect notions of the merest elements, and require more time and attention than for any subject.

The deficiency is equally striking in etymology and syntax. I do not allude to that part of etymology which treats of the derivation of words, upon which much time is spent, both in normal and elementary schools,

that might be more profitably employed. Indeed, I venture to repeat what I have already had occasion to state more than once, that taking into consideration the necessarily empirical and mechanical acquaintance with this subject that can be acquired by the most intelligent students, the partial and imperfect exercise of mental faculties which it calls into play, the ludicrous mistakes which the most ingenious pupils are not least likely to make, and the almost inevitable appearance if not reality of ostentation which it produces, it seems very questionable whether that part of grammar which treats of roots and forms of extinct languages (languages literally dead to the female student) might not be altogether excluded from the course of female training. But independently of this, I remarked in many papers at the last examination, which was, upon the whole, the most satisfactory that has come under my observation, a great ignorance of the meaning of words in common use. This defect is found in combination with bad spelling in *which the proportion per cent. of failures in the various training schools varied from 15 to 38·46*,—a fact that sufficiently accounts for the imperfect instruction in our own language too commonly remarked in the inspection of elementary schools. I have taken occasion to apprise the managers of the several institutions of the amount, and, when it could be ascertained, the causes of failure in their own candidates.

The want of an accurate and distinct knowledge of the construction or syntax of the language is however, as might be expected, a more general fault. Few papers, comparatively speaking, were quite satisfactory, many were exceedingly imperfect, even in the case of students who obtained fair certificates. In the course of my tour of inspection this year, I did not find that sufficient progress was made to induce me to expect that unless more vigorous systems were adopted the result of the next examination would be more satisfactory. I found that a large proportion of those who will present themselves on that occasion were as yet unable to apply the rules of syntax to the construction of a common sentence, and that few could give a clear account of such phrases and sentences as every pupil teacher is expected, and is generally able, to analyze and explain to a class.

This is a serious evil, but I shall be much surprised if there be not a marked improvement in future year. The managers of all normal schools are fully aware of the deficiency, and generally attach due importance to the subject. It is equally valuable as an instrument for developing and disciplining the mental faculties, and for correcting those gross misapprehensions of the meaning of language, that inaccuracy and indistinctness of thought and expression which, owing to the mixed and confused elements of our tongue, are more conspicuous in uneducated persons in England than in any country.

Geography.—As usual the papers on this subject were more satisfactory. With two exceptions pains have been taken both to give good lessons and to make pupils reproduce them; and in those two cases the deficiency was owing to temporary causes which have since been removed. The most complete course of instruction in this subject and in Natural History is given at the Home and Colonial School, where the apparatus is more complete than elsewhere, while the professors are men equally remarkable for extent of knowledge and for skill in communicating it. Great praise is also due to the teachers at York and Warrington, although neither institution is properly supplied with globes, maps, or other apparatus. If the excellent lectures given to the male and female students collectively at Cheltenham had been carefully reproduced by the students under the superintendence of resident governesses the results would have been far more satisfactory. In one institution the failure was owing to want of teachers and apparatus, both of which, as I am informed, have since been supplied.

English History.—The papers on this subject were much better than usual. It will be observed that the proportion of those who obtained marks indicating a fair degree of proficiency ranges from 50 to 80 per cent.: a very satisfactory result.

Last year the examination was chiefly directed to the history of the Tudors, this year I have acceded to the wish of the managers who desire that the question should apply for the most part to the time of the Stuarts. It has been recognized as a great advantage that the subject should be limited; but I scarcely think that sufficient use is made of the opportunity thus afforded. Some good standard work might be put in the hands of each pupil, who should also have access to good books for the purpose of reference and illustration, while a series of interesting lectures might be given upon the state of manners, religion, and general progress in civilization during a given period. Very little good is derived from the compendiums which are dignified by the name of history.

Domestic Economy.—Some good papers on this subject were sent in from institutions where there are no special means of instructing the pupils in any practical matters. It is singular that a general want of mental cultivation displays itself most strikingly in this part of the examination. The papers were very imperfect in one normal school, where especial pains are taken with the industrial training. There is every reason to hope that a great improvement will take place next year. The managers have generally, if not unanimously, expressed their concurrence in the views which have guided the inspectors in the preparations of the paper, and in each institution a course of lectures has been prepared by the matron or lady who superintends the household. It is of more importance to observe that at Whitelands, Warrington, Salisbury, Derby, and, as I understand, at Brighton, Bishop Stortford, and Norwich, arrangements will be made and offices erected, in order to give a complete and practical course of instruction in all the details of housekeeping, with special reference to the future position and duties of schoolmistresses. Some changes may be made at Cheltenham at no great expense with the same object, and perhaps at York, where at present little is or can be done in this department. At the Home and Colonial it might be more difficult to make arrangements, which would perhaps be attended with considerable expense, and, as I before said, the managers are not quite convinced that it could be done without some detriment to the intellectual or educational training of the students.

ARITHMETIC.	Excellent or Good.	Fair.	Moderate.	Imperfect.	Failure.
Whitelands - -	2·12	27·66	42·55	8·51	19·16
Home and } Colonial }	2·33	20·93	58·12	6·98	11·63
Warrington - -	·00	45·00	15·00	20·00	20·00
York - - - -	·00	15·39	53·85	23·07	7·69
Salisbury - - -	·00	25·00	45·00	15·00	15·00
Cheltenham - -	·00	9·38	50·00	25·00	15·62

These results are very unsatisfactory. The proportion of good papers is much lower, that of total failures much higher, than in any other subject of examination. Next to Holy Scriptures none is more important, especially in female training schools, in which this is the only substitute for the severe mental discipline of mathematics and physical science. It is a point that ought to be insisted upon; every mistress who leaves a training school with a certificate ought to be able to complete the instruc-

tion of a pupil teacher, and I am compelled to record my conviction that this cannot be asserted of that large number whose papers rank below the mark *fair*, a number amounting to full 90 per cent. from one institution. The failure, however, may be attributed to causes, which, in all probability, will gradually be removed. At Whitelands, the Home and Colonial, Warrington, and Cheltenham, the lessons have been good, the principles clearly explained, and sufficient pains taken to impress the students with the importance of the subject. But in each place too little time was allowed for the exercise, and there was a general want of energy in the practical working out of the systems. The main cause of failure was, however, the total ignorance of candidates on their entrance, most of them having been educated in small private schools where no attempt was made to explain principles and little to teach the practice. The pupil teachers will enter the training schools better qualified to pass this part of the examination than the generality of those who have hitherto obtained even good certificates of merit. Henceforth the chief object of the training school will be to give a thorough insight into the rules of arithmetic, and to test the progress of each pupil by frequent and searching examinations. This is likely to be done effectually in most of the institutions. With increased teaching power, better prepared pupils, and a large proportion of time devoted to the subject, we may reasonably expect that future examinations will be attended with far more satisfactory results.

Vocal Music.—The proficiency of the students could only be tested by a paper on the theory.

—	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.
Whitelands -	2'12	—	19'16	10'64	2'12	65'96
Home and } Colonial }	—	—	18'60	30'23	18'60	32'56
Warrington -	—	—	10'00	35'00	—	55'00
York -	—	15'39	23'07	23'07	30'77	7'69
Salisbury -	—	—	—	—	65'00	35'00
Cheltenham -	—	—	12'50	34'3	12'50	40'62

Whitelands and York have been most successful; in both this subject is taught by professors, in the former by Mr. Hullah and Mr. May. It is possible that the results would have been different had it been possible to compare the practical skill of the students in singing and teaching music.

It will not be necessary to dwell upon other subjects of examination,* but I may observe that, as might be expected, the papers on Natural History from the Home and Colonial were far superior to any others. It is much to be regretted that a course of elementary instruction for this most interesting subject does not form an indispensable portion of the studies in each training school.

Industrial Skill.—I stated in my report last year that a general impression existed that Her Majesty's Inspectors undervalued or neglected this subject. Complaints are heard everywhere that the young school-mistresses are ill-instructed in needlework. I trust that this impression will be removed, and that all grounds for complaint will disappear. At the last examination each candidate cut out and made up a model shirt, which was afterwards examined by experienced sempstresses and marks awarded to each upon the same system as in other subjects.

* For the marks given to each, see Appendix B.

—	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.
Whitelands -	25'53	29'79	21'27	19'16	4'25	—
Home and } Colonial }	—	9'30	13'95	46'51	20'93	9'30
Warrington -	10'00	25'00	40'00	30'00	—	—
York - -	15'39	23'07	53'85	7'69	—	—
Salisbury -	—	10'00	5'00	70'00	10'00	5'00
Cheltenham -	—	68'75	21'87	9'38	—	—

I confess that these results surprised me. Considering the great importance which the managers attached to this department, I should have expected that Salisbury would have stood first, and judging by the complaints which are so commonly heard that Whitelands would have stood last on the list. It is, however, evident from this examination that mental cultivation is far from incompatible with a good industrial training. I should state that the comparative failure of the pupils of the Home and Colonial is to be accounted for partly by an accidental loss of time at the examination, and partly to the fact that needlework had not been regarded by the managers of that institution as an indispensable qualification for that large number of the pupils who are trained for infant schools. They are, however, disposed to bestow more time and care upon this in future.

Art and Practice of Teaching.—In reporting upon this most important and characteristic feature of the training schools, it will be expedient to depart from the rule observed in the preceding pages, and instead of giving the numerical results which would be open in this case to well-grounded objections, I will venture to record the impressions made upon myself and my colleagues at our visit of inspection.

In the first place there cannot be any question as to the general progress of teaching as an art and science. It is scarcely in accordance with the habits and views of our countrymen to commence by theory, or even rapidly to bring practical observations and results into a systematic form. But there is quite as strong a tendency towards a common recognition of general principles as may be desirable, while the danger of formalism and spurious enthusiasm for peculiar systems is averted by the independent and practical character which distinguishes good English teachers. I am happy to report that in more than one institution the professor or head governess has prepared a complete syllabus of lectures on all subjects touching the duties of schoolmistresses, and that where this is not done systematically the teachers keep the subject in mind, and, as I am well assured, in most instances, take due pains to converse frequently with the students upon the same points. I have thought it advisable to print in the Appendix a syllabus, prepared by Mr. W. Knighton, Ph. D., who conducts the professional education of the pupils at Whitelands. If this be compared with that published by the Home and Colonial professor, Mr. Dunning, of which some account was given in my report last year, it will be seen that while there is considerable independence, and, as might be expected, some points of divergence in their view, there is also a remarkable approximation towards uniformity in points which have been the subject of protracted and anxious debates. I am free to confess that a thoroughly digested work upon the whole subject is extremely needed, and might profitably occupy the leisure of a professor conversant with the languages of other countries in which educational experiments have been carefully made and scientifically discussed, and at the same time practically acquainted with wants, habits, and capabilities of English school children.

The improvement of the students in the lessons which they give in

presence of the inspector, is equally satisfactory. It may be that hitherto I have made great allowance, perhaps too much, for those deficiencies which might fairly be attributable to timidity or over anxiety. At present such allowance is scarcely needed. At the Home and Colonial, Whitelands, and Cheltenham, I have been especially struck by the self-possession of the students under very trying circumstances, and I am convinced that this most useful quality in a teacher is the result of good training, that it is connected with a strong sense of duty, and a real lively interest both in the subject-matter of the lesson, and in the improvement of the children under instruction. If it could not be acquired without damage to that modesty and humility which must always be the most estimable characteristics of young women, it ought of course to be sacrificed, and in that case it must be admitted that young female teachers ought not to be put in charge of elementary schools. But those who have most opportunities of forming a right judgment assure me that the students who are most remarkable for lively, energetic teaching, and who are least embarrassed by self-consciousness, or even by self-distrust, are among the most genuinely modest and humble characters. The training of pupil teachers gives them, of course, peculiar advantages in this, as in most respects, and in their case it is clearly shown that self-possession is compatible with the most feminine gentleness and modesty of demeanor and character.

The last point to which I shall revert this year is the state of the practising schools.

Much has been done, but far more must be effected before the general report upon this most essential branch of the normal schools can be satisfactory.

At the Home and Colonial the system is by far more complete and energetic than in any institution. I have nothing to add to my report of last year. The same just distinction is made between the school in which unpractised students make their first attempts under the superintendence of competent teachers and the upper or model schools in which no lessons are permitted to be given that are not considered by the managers to be as nearly perfect as they can make them. They are altogether remarkably efficient.

At Whitelands the practising schools have been in a transitional state during the last year. At present measures are taken to organize them completely. There is an upper commercial school, and a lower practising school, in two rooms or divisions, and a large infant school, also in two rooms. Each school is under a separate mistress, and the whole under the special superintendence of the normal master.

I cannot yet report on the result, but there is every reason to hope that they will requite the managers for the expense and trouble of the changes in organisation which have been found requisite.

At Salisbury a new school has been built, adjoining the institution. It will be placed under the charge of an efficient teacher from the metropolitan district.

At Brighton, Cheltenham, and, as I believe, at Warrington, due importance is attached by the managers to the subject, and reports upon the schools are given by the inspectors of each district. The methods of teaching at Cheltenham are peculiar, but have been well considered, and are likely to produce considerable effects upon the educational system of the country.

I have already spoken of the deficiencies of the practising school at York, and of the recorded intention of the managers to put it into an efficient state.

To sum up briefly the conclusions which I have drawn from the events of the last year, it appears—1. That there is a remarkable increase in the number and accommodation of the training schools. 2. That the pro-

portion of professors and efficient teachers to the number of students is also much increased. 3. That elementary subjects are taught with greater care, and, with one or two exceptions, accounted for by temporary circumstances, with greater success than heretofore. 4. That far more attention is paid to all subjects directly bearing upon the professional duties of schoolmistresses, and with a marked and corresponding improvement in the lessons given by the students. 5. That arrangements are very generally made for giving these young women a practical knowledge of those branches of domestic economy which will be most serviceable to them; and, 6. Lastly, I feel myself justified in asserting that the managers and supporters of these schools are generally convinced that as it is the desire of Her Majesty's Government to give the most efficient help with the least possible amount of interference, so it has been the earnest wish of Her Majesty's Inspectors to observe accurately, and to report fairly, upon what is accomplished, without attempting to exercise any undue influence, and to co-operate with them in a spirit of Christian kindness in carrying out those objects which lie nearest the hearts of persons truly interested in the moral and religious improvement of the rising generation.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDICES.

APPENDIX A.

EXAMINATION OF CHURCH OF ENGLAND TRAINING SCHOOLS FOR SCHOOLMISTRESSES.

CHRISTMAS 1851.

HOLY SCRIPTURES.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Give an exact account of the contents of the Book of Deuteronomy. What reference to the death of Moses is found in a later book of Holy Scripture?

2. Name the successors of Hezekiah in order, and describe briefly the character and chief events in the reign of each. What prophets flourished during this period?

3. On what occasions were the Moabites, Amalekites, and Syrians brought into contact with the Israelites? Give the dates, and a brief account of the persons who distinguished themselves on these occasions.

4. Under what figures are the great dynasties of the world's history represented in the Book of Daniel? Show the fulfilment of these prophecies, and quote exactly the passages that refer to the triumph of Christianity.

Section 2.

1. What references are found in the prophetic writings to the observance of the Sabbath? State fully the objects and effects of that Institution.

2. How many kinds of offerings were appointed by the law of Moses? What did they severally represent?

3. Show from the law, the Psalms, and the prophets, that Christ was to suffer. From the same sources show the character and efficacy of His sufferings.

4. Prove from Holy Scripture the moral attributes of God, and show their bearing upon the condition of man by nature and grace.

Section 3.

1. Enumerate the women connected with our Lord's history. For what graces were they severally distinguished?

2. What is known of the following persons from Holy Scriptures:—Priscilla, Phoebe, Eunice, Rhoda, Onesimus, and Lydia?

3. State concisely, but without omission, the events of Passion-week.

4. What portions of our Saviour's history are most fully described by the respective Evangelists?

Section 4.

1. Prove by precept and example from Holy Scripture that devotion to God is compatible with the active discharge of public, social, and domestic duties.

2. What points of Christian practice and doctrine are specially inculcated in the two Epistles to the Corinthians?

3. Enumerate the general epistles, and give an exact analysis of one of them.

LITURGY AND CHURCH HISTORY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

Prepare the notes of a Lesson on one of these subjects:—

Our duty to God.

The Offices of the Holy Spirit.

Confirmation.

Section 2.

1. State the conditions upon which forgiveness of sins is bestowed. Prove this clearly by passages from the Gospels, Acts, and Epistles; and show where the same statements are made in each of the principal services of our Church.

2. Name all the occasional services, and give the occasion and date at which each was introduced into the Prayer-book.

3. Which are the moveable Feasts? How is the time for observing them determined? What discussions have arisen on this point?

Section 3.

State the doctrine of the Church on one or more of the following points from the Articles and Homilies, and prove the doctrine by Holy Scripture.

1. The state of man by nature and grace.

2. The Person of our Lord.

3. The essential characteristics of the Church.

Section 4.

1. What countries can be shown from Holy Scripture to have received the Gospel during the lifetime of the Apostles? Name the most distinguished of their successors in these countries during the first two centuries.

2. When was the Nicene Creed first drawn up, and when was the latter part added? Quote clauses from each part of this Creed directed against special errors, and give some account of those errors.

3. When was the communion between the Eastern and Western Churches finally broken off? Name the principal sees of the Eastern Church, and the most distinguished persons of each see.

Section 5.

1. At what times did the following persons respectively flourish:—St. Germain, Aelfric, Lanfranc, William of Wykeham, Waynfleet, Grindal, Burnet, Ken, Tillotson, Henry Martyn, and Heber? State briefly for what they were severally distinguished.

2. What were the principal subjects of controversy under the Stuart Princes between the Church of England on the one hand, and the Presbyterians and Independents on the other.

3. Give some account of the origin and proceedings of our great Missionary Societies. Enumerate the Colonial Bishoprics.

GRAMMAR AND HISTORY OF THE ENGLISH LANGUAGE.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

Prepare the sketch of a lesson on—

Pronouns,
Adverbs, or
The three concords.

Section 2.

Write a clear and simple paraphrase of one of these passages—

1. Nor rural sights alone, but rural sounds
Exhilarate the spirit, and restore
The tone of languid Nature. Mighty winds,
That sweep the skirt of some far spreading wood
Of ancient growth, *make* music not unlike
The *dash* of Ocean on his winding shore,
And lull the spirit while they fill the mind;
Unnumber'd branches *waving* in the blast,
And all their leaves fast fluttering, all at once.

Cowper.

2. *Blest* he, though *undistinguish'd* from the crowd
By wealth or dignity, who dwells *secure*,
Where man, by nature *fierce*, has laid *aside*
His fierceness, *having learnt*, though slow to learn,
The manners and the *arts* of civil life.
His wants indeed are many; but *supply*
Is obvious, *placed* within the easy reach
Of temp'rate wishes and industrious *hands*.

Cowper.

3. Virtue could see to do *what virtue would*
By her own radiant light, though sun and moon
Were in the flat sea sunk. And *wisdom's self*
Oft seeks to sweet retired solitude;
Where, with her best nurse, *Contemplation*,
She plumes her feathers, and lets *grow* her wings,
That in the various bustle of resort

Were all too ruffled, and sometimes impaired.
 He that has light within his own clear breast,
 May sit i' th' centre, and enjoy bright day;
 But he that hides a dark soul, and foul thoughts,
Benighted walks under the mid-day sun;
Himself is his own dungeon.

Milton.

Section 3.

1. Parse the words in italics in the preceding passages, and explain their construction.

2. Construct three sentences to exemplify the government of relative pronouns, and two other sentences to illustrate the use of nouns standing absolutely.

Section 4.

1. Explain the derivation and formation of these words—Ashore, Withstand, Bond, Might, Garden, Truth, Smith, Darkness, Farthing. How are diminutives formed?

2. Make a list of words derived from these roots with the exact meaning of each—Jaceo, Latus, Ligo, Licet, Modus, Moneo, Pungo, Sanus, Rodo, Scando, and Spondeo.

3. From what Anglo-Saxon roots are these words derived—Baneful, Beacon, Bough, Chapman, Cumberland, Kindred, Ford and Ferry, Grave, Hithe, Lewes, Norwich, Athwart, Wales, Welkin, Bridgenorth?

4. Explain the terms Metaphor, Simile, Allegory, Personification, and quote passages from Cowper or Milton to illustrate your definitions.

Section 5.

1. Name the authors contemporary with Cowper, and their principal works.

2. Describe the character of Cowper. Enumerate his works.

3. Give a clear account of the first book of the Task. Point out the passages, either in this or other books of the poem, which you consider most likely to form the taste and influence the character of young women.

4. Write out at length the argument of the Paradise Lost.

ARITHMETIC AND BOOK-KEEPING.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Explain clearly the rule for long division.

2. Explain the terms ratio, proportion, extremes, means. What is the object of the rule of three? By what other process can the result be gained?

3. What is meant by discount? How is it calculated? Give an example.

Section 2.

1. A dealer goes to market with 100*l*. He buys as many sheep as he can with this money, at 1*l*. 12*s*. 8*d*. each. How many does he buy, and how much money has he left?

2. Find the value of

a. 4 cwt*s*. 2 qrs. 16 lbs. at 3*l*. 17*s*. 8 $\frac{3}{4}$ *d*. per cwt.

b. 3 oz*s*. 17 dwts. 20 gr*s*. at 8*s*. 6 $\frac{1}{4}$ *d*. per oz.

3. If the 8*d*. loaf weighs 48 oz*s*. when wheat is at 54*s*. per quarter, what should be the price of wheat when the 6*d*. loaf weighs 32 oz*s*. 8 dwts?

Section 3.

1. How many yards of carpet 2 ft. 11 in. wide will it take to cover a square floor one side of which is 19 ft. 7 in.?

2. A tradesman having bought 200 eggs at 2 for a penny, and 200 at 3 for a penny, sold the whole at 5 for a penny. How much did he gain, or lose, by the transaction?

3. Find the interest on 286*l.*, from the 1st of June to the 15th September, at $3\frac{1}{2}$ per cent. per annum.

Section 4.

1. A, B, and C are joint owners of a ship. C's share is worth 400*l.* A's share is $\frac{1}{3}$ rd of B's, and the sum of their shares is $\frac{5}{8}$ ths of the value of the ship. Find the value of the shares held by A and B.

2. A person who has $\frac{2}{5}$ ths of a mine sells $\frac{3}{4}$ ths of his share for 1500*l.* What is the value of the whole mine?

3. (a) Multiply $\frac{3}{4}$ of $\frac{2}{5}$ by $2\frac{1}{2}$, and subtract the product from $9\frac{1}{7}$.

(b) Reduce 2*s.* 9½*d.* to the decimal of a £, and find the value of 30·7665 of a guinea.

Section 5.

1. Explain the system of book-keeping by double entry.

2. What books ought to be kept by two partners in a retail business? Show the use and necessity of each book.

ENGLISH HISTORY AND BIOGRAPHICAL MEMOIRS.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Describe briefly the state of Britain previous to the Roman invasion. Name, and give some account of the British chieftains who fought against the Romans.

2. Name the Saxon kings between Egbert and Harold. State one remarkable occurrence in the life of each.

3. Describe the changes that followed the establishment of the Norman dynasty.

Section 2.

1. Describe the character of Henry V., and enumerate the chief events of his reign.

2. Under what princes of the Plantagenet line were the greatest accessions made to the kingdom of England?

3. What foreign princes were contemporary with James I.? What special relations existed between him and any of them?

Section 3.

1. Give some account of the Queen of Charles I.

2. Describe the character and life of the Princess Elizabeth, daughter of James I.

3. Give some account of the battles of Newbury, Edgehill, and Marston Moor, with dates.

Section 4.

1. What females were most distinguished for piety, courage, and conjugal affection during the Protectorate and in the reign of Charles II.? Give an account of one of these ladies.

2. Compare the character and fortunes of the Marquis of Montrose and Earl of Argyle in the 17th century.

3. What distinguished persons suffered the penalty of high treason under Charles II.? Describe the character of one of them.

Section 5.

1. Describe the proceedings of Jefferies in the reign of James II.

2. By what steps did James II. endeavour to introduce popery? Describe the trial of the bishops.

3. Give an exact account of the events which happened between the landing of the Prince of Orange at Torbay, and his formal assumption of the Crown.

GEOGRAPHY AND NATURAL HISTORY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

Draw an accurate outline map of one of these countries, inserting *only* the names of the rivers and headlands—

England, South of the Humber.

Scotland, with the adjacent Islands.

The British Isles.

Section 2.

Describe accurately the boundaries, extent, population, and characteristic physical features of

Hindustan, or

The Canadas.

Section 3.

1. Trace the course of the Rhone, and the Elbe; name and give an account of the principal cities on each.

2. Name and describe the principal mountains of Spain, and Turkey in Europe.

3. Describe the extent, direction, and configuration of the central watershed of Europe.

4. Describe the climate, physical features, and customs of Bengal, Upper Canada, or Arabia.

Section 4.

1. Where are the following places situate—Torneo, Bremen, Trieste, Funchal, Benares, Singapore, Breslau, Cairo, Quito? State briefly for what each is remarkable.

2. From what countries do the following productions come—arrow-root, cochineal, currants, gamboge, sponge, mercury, indigo?

3. What articles are imported from Russia, France, Italy, the Birman Empire, Turkey in Asia, Algiers, and Brazil? What do these importations indicate as to the physical condition or industrial habits and civilization of those countries?

Section 5.

1. To what classes do the following animals respectively belong?—the bat, hedgehog, water shrew, dolphin, sperm whale, rhinoceros, and sloth. Describe briefly the characteristics of each.

2. To what order and family do each of these birds belong?—the condor, nightjar, kingfisher, bee-eater, thrush, cuckoo, gull, green cormorant. Describe briefly the peculiarities of each.

3. Prepare the sketch of a lesson on the construction, habits, and uses of any one or two animals from the above lists.

SCHOOL MANAGEMENT.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Enumerate the various methods of teaching children to read. State what method you prefer, and the reasons for your preference. State exactly what progress you would expect a child of ordinary abilities to make in each half year, between the age of five and eight.

2. State exactly the steps by which you propose to teach children to write from copies and from dictation, and to express their thoughts in simple and correct language.

Section 2.

1. Enumerate the causes which lead to waste of time and inaccuracy in school work. By what means do you propose to obviate these evils?

2. Draw a ground-plan of a school, with class-room, gallery, and parallel desks for 90 girls between six and thirteen years old. Give the exact dimensions, for each part, and state how the teacher and assistants may be most advantageously employed.

Section 3.

Write an essay on one of the following subjects—

1. By what exercises are habits of observation, comparison, and reflection most easily and completely developed in young children?

2. The moral and religious influences by which a tendency to falsehood, dishonesty, and idleness may be most effectually counteracted.

DOMESTIC ECONOMY.

(THREE HOURS ALLOWED FOR THIS PAPER.)

Section 1.

1. Enumerate the materials used for clothing by the wives of the peasantry, together with the price per yard, and estimate their comparative durability.

2. Describe the kind of dress which you consider suitable for a young school-mistress, in summer and winter, and calculate accurately the yearly expense.

3. What articles would be most useful to a young woman about to emigrate to Australia or Canada? What habits of life are the best qualifications for a young emigrant? State the difficulties with which she would probably have to contend.

Section 2.

1. Enumerate the various kinds of farinaceous food used in this country; state where each kind is produced, and to what extent it ought to be used in the family of a small farmer or tradesman.

2. Estimate the weekly expense of food for a school-mistress and two pupil teachers. What difference in the estimate would you make for London and an agricultural district in the south of England?

3. What articles of food in common use among the peasantry are wasteful, too costly, or unwholesome? Name the articles which may be advantageously substituted for them; stating exactly the cost, and the best mode of preparing each.

Section 3.

1. Enumerate the different kinds of insect and reptile bites—what remedies are surest and most easily applied?

2. Distinguish between endemic, epidemic, contagious, and infectious diseases. Give some evidence as to the causes which tend to increase or diminish them severally.

3. What *industrial* or *economical* training will be most advantageous for a girl about to enter service as a nursery-maid or kitchen-maid? State under what circumstances and to what extent you consider such training practicable in elementary schools.

Section 4.

Prepare the notes of a lesson on one of these subjects:—

The qualifications and duties of a plain cook,

A housemaid in a gentleman's family,

or,

A nursery governess.

MUSIC.

Section 1.

Write out the substance of a lesson on "*Sharps and Flats.*"

Section 2.

1. Explain the terms "*1^{ma} volta*," "*2^{da} volta*," "*Da Capo al segno*," "*Bis*," "*8^{va}*."

2. Write down the principal words used to express the pace at which music is to be performed, and any derivatives from these words which are in common use.

3. What is meant by "*Inversion*?" what law is to be observed in all inversions?

Section 3.

1. Explain, as you would to a class of children, the terms "*Melody*," "*Harmony*," "*Root*," "*Fundamental base*."

2. What note in a scale is called "*The leading note*;" and why? Can the leading note have a common chord?

3. Can all the sounds of the common chord move at the discretion of the performer? If you know any rule which regulates one, or more of them, state it.

Section 4.

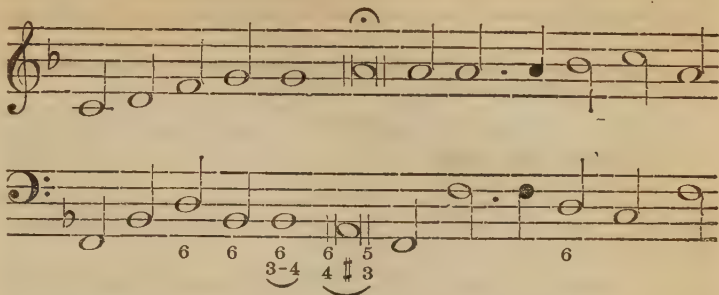
1. If you had a class about to commence the study of harmony, to what points would you direct attention, in the first instance?

2. Make common cadences, with the chords in different positions, in the key of C major; some with, and some without, inserting the ♯ upon the Dominant.

3. How is the chord of the diminished seventh produced? Give an example.

Section 5.

Put chords to the following exercise :—



WELSH.

1. Translate into English one of the following passages, viz.—

“A wyddost ti yr amser i eifr gwylltion y creigiau lydnu? a fedri di wylled yr amser y bwrw yr ewigod loi? A gyfrifi di y misoedd a gyflawnant hwy? ac a wyddost ti yr amser y llydnant? Ymgrymmant, bwriant eu llydnod, ac ymadawant â'u gofid. Eu llydnod a gryfhâ, cynnyddant yn y maes : ânt allan, ac ni ddychwelant attynt hwy. Pwy a ollyngodd yr asyn gwyllt yn rhydd? neu pwy a ddattododd rwymau yr asyn gwyllt? Yr hwn y gosodais yr anialwch yn dŷ iddo, a'r diffaethwch yn drigfa iddo. Efe a chwardd am ben lliaws tref; ni wrendy ar lais y geilwad.”

“Can nad oedd gan y prydydd cyntaf un cynllun, gweledig na chlywedig, o'i flaen i'w ddysgu i gyfansoddi cerdd, pa beth, pa allu, a weithiai ar ei ymbwyll i anturio y gorchwyl? Ei ddawn gynhenid, y ddawn oedd gyfansawdd â'i anian, ac a anwyd gydag ef. Yr oedd efe yn gyfarwydd yn ei famiaith, yn ynhofi ynddi, ac yn ei gweled yn rhagori ar bob iaith arall. Llawenydd a gorfoledd yspryd a barai iddo dorri allan i draethu teimladu ei fynwes mewn iaith mwy derchafedig nag a arferid mewn ymadroddion cyffredin. Y gerdd henaf ar gof a chadw ydyw Cân Ddiolchgarwch Moses a phlant Israel ar draethell môr Edom, pan ddymchelwyd eu herlidwyr, Pharaoh a'i fyddin, ai feirch, a'i gerbydau, yn rhyferthwy y dyfroedd chwyddedig.”

2. Point out, and explain carefully the laws of, all the literal mutations that occur in whichever of the above passages you may have translated.

3. Translate into Welsh one of the following passages, viz.—

“Many young men, at the present day, seem possessed with the idea that they ought to be constantly endeavouring to *better* their position in life, and to be always aiming at the acquisition of something more valuable than what they actually hold. No matter how good their situation may be in other respects, they will quit the kindest employers, and go to strangers, for the difference of two or three pounds in their salaries. This is pure folly :—just as if comfort could always be bought for money! or friendship and regard be bestowed in proportion to the number of pence!”

“One of the principal duties of every good citizen is to support the established laws and institutions of his country, in opposition to the constant changes which selfish men, under a pretence of patriotism, are ever trying to force upon the public. Patriotism may sometimes be one

of the most solid, but is generally one of the most empty, of public virtues. If the mask, that covers the face of the loudest declaimer for what he calls his country's good, could be suddenly removed, there would often be found beneath it only a bag of bones puffed up with froth and wind."

4. Give some account of the syntax of the noun in Welsh grammar, and show how the absence of *cases* is supplied.

5. How are the genders of Welsh adjectives formed? Give examples.

6. What are the distinctive uses of *a* and *y* when placed before verbs? how do they affect the verbs?

APPENDIX B.

RESULTS of the EXAMINATION of CHRISTMAS 1850.

CHELTEMHAM TRAINING SCHOOL—32 CANDIDATES.

SUBJECTS OF EXAMINATION.	Excellent		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.
Religious knowledge	—	—	1	3·12	15	46·87	13	40·62	3	9·38	—	—
Church history	—	—	1	3·12	17	53·12	14	43·75	—	—	—	—
Spelling	—	—	6	18·75	10	31·25	10	31·25	4	12·50	2	6·25
Penmanship	—	—	6	18·75	12	37·50	4	12·50	1	3·12	9	28·12
Industrial skill	—	—	22	68·75	7	21·87	3	9·38	—	—	—	—
Arithmetic	—	—	—	—	3	9·38	16	50·00	8	25·00	5	15·62
Book-keeping	—	—	—	—	3	9·38	5	15·62	1	3·12	23	71·87
English grammar	—	—	1	3·12	15	46·87	15	46·87	1	3·12	—	—
Paraphrase	—	—	—	—	11	34·37	19	59·38	1	3·12	1	3·12
History and etymology	—	—	2	6·25	8	25·00	8	25·00	11	34·37	3	9·38
English history	—	—	—	—	16	50·00	10	31·25	5	15·62	1	3·12
Geography	—	—	2	6·25	19	59·38	10	31·25	1	3·12	—	—
National history	—	—	—	—	4	12·50	16	50·00	5	15·62	7	21·87
Domestic economy	—	—	3	9·38	13	40·62	15	46·87	1	3·12	—	—
Composition of notes of a lesson	—	—	2	6·25	17	53·12	12	37·50	1	3·12	—	—
Essay	—	—	2	6·25	24	75·00	6	18·75	—	—	—	—
Vocal music	—	—	—	—	4	12·50	11	34·37	4	12·50	13	40·62
French	—	—	—	—	1	3·12	2	6·25	1	3·12	28	87·50
Inspector's report	—	—	12	37·50	13	40·62	7	21·87	—	—	—	—

HOME AND COLONIAL SCHOOL SOCIETY'S TRAINING SCHOOL— 43 CANDIDATES.

Religious knowledge	3	6·98	16	37·21	14	32·55	9	20·93	1	2·33	—	—
Church history	3	6·98	9	20·93	21	48·83	9	20·93	—	—	1	2·33
Spelling	—	—	22	51·16	9	20·93	7	16·28	3	6·98	2	4·65
Penmanship	—	—	15	34·88	6	13·95	4	9·30	—	—	18	41·86
Industrial skill	—	—	4	9·30	6	13·95	20	46·51	9	20·93	4	9·30
Arithmetic	—	—	1	2·33	9	20·93	25	58·12	3	6·98	5	11·63
Book-keeping	—	—	—	—	1	2·33	2	4·65	—	—	40	93·01
English grammar	—	—	1	2·33	25	58·12	14	32·56	2	4·65	1	2·33
Paraphrase	—	—	3	6·98	19	44·18	16	37·21	2	4·65	3	6·98
History and etymology	—	—	1	2·33	6	13·95	9	20·93	1	2·33	26	60·46
English history	—	—	9	20·93	27	62·79	7	16·28	—	—	—	—
Biographical memoir	—	—	—	—	6	13·95	3	6·98	—	—	34	79·07
Geography	2	4·65	13	30·23	18	41·86	9	20·93	—	—	1	2·33
Natural history	1	2·33	15	34·88	13	30·23	9	20·93	—	—	5	11·63
Domestic economy	1	2·33	6	13·95	22	51·16	14	32·56	—	—	—	—
Composition of notes of a lesson	—	—	11	25·58	26	60·46	6	13·95	—	—	—	—
Original essay	1	2·33	13	30·23	23	53·48	6	13·95	—	—	—	—
Vocal music	—	—	—	—	8	18·60	13	30·23	8	18·60	14	32·56
Drawing from models	—	—	—	—	6	13·95	13	30·23	9	20·93	15	34·88
Inspector's report	—	—	12	27·90	24	55·81	7	16·28	—	—	—	—

SALISBURY DIOCESAN TRAINING SCHOOL—20 CANDIDATES.

SUBJECTS OF EXAMINATION.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.
Religious knowledge	—	—	2	10·00	6	30·00	11	55·00	1	5·00	—	—
Church history	—	—	1	5·00	7	35·00	11	55·00	1	5·00	—	—
Spelling	—	—	3	15·00	4	20·00	6	30·00	7	35·00	—	—
Penmanship	—	—	5	25·00	3	15·00	3	15·00	9	45·00	—	—
Industrial skill	—	—	2	10·00	1	5·00	14	70·00	2	10·00	1	5·00
Arithmetic	—	—	—	—	5	25·00	9	45·00	3	15·00	3	15·00
English grammar	—	—	—	—	7	35·00	9	45·00	2	10·00	2	10·00
Paraphrase	—	—	1	5·00	4	20·00	10	50·00	—	—	5	25·00
History and etymology	—	—	1	5·00	5	25·00	4	20·00	3	15·00	7	35·00
English history	—	—	2	10·00	8	40·00	7	35·00	3	15·00	—	—
Biographical memoirs	—	—	1	5·00	3	15·00	—	—	—	—	16	80·00
Geography	—	—	1	5·00	10	50·00	7	35·00	2	10·00	—	—
Natural history	—	—	—	—	1	5·00	6	30·00	—	—	13	65·00
Domestic economy	—	—	—	—	7	35·00	8	40·00	4	20·00	1	5·00
Composition	—	—	1	5·00	7	35·00	8	40·00	4	20·00	—	—
Original essay	—	—	—	—	6	30·00	13	65·00	1	5·00	—	—
Vocal music	—	—	—	—	—	—	—	—	13	65·00	7	35·00
Inspector's report	—	—	3	15·00	11	55·00	3	15·00	3	15·00	—	—

WARRINGTON TRAINING SCHOOL—20 CANDIDATES.

Religious knowledge	1	5·00	3	15·00	11	55·00	3	15·00	2	10·00	—	—
Church history	1	5·00	3	15·00	12	60·00	4	20·00	—	—	—	—
Spelling	—	—	9	45·00	6	30·00	2	10·00	2	10·00	1	5·00
Penmanship	—	—	7	35·00	8	40·00	4	20·00	—	—	1	5·00
Industrial skill	2	10·00	4	25·00	8	40·00	6	30·00	—	—	—	—
Arithmetic	—	—	—	—	9	45·00	3	15·00	4	20·00	4	20·00
Book-keeping	—	—	—	—	9	45·00	1	5·00	—	—	10	50·00
English grammar	—	—	—	—	13	65·00	7	35·00	—	—	—	—
Paraphrase	—	—	1	5·00	6	30·00	9	45·00	1	5·00	3	15·00
History and etymology	—	—	—	—	7	35·00	7	35·00	2	10·00	4	20·00
English history	—	—	6	30·00	10	50·00	3	15·00	—	—	1	5·00
Biographical memoirs	—	—	1	5·00	4	20·00	6	30·00	—	—	9	45·00
Geography	1	5·00	6	30·00	8	40·00	4	20·00	1	5·00	1	5·00
Natural history	—	—	4	20·00	11	55·00	1	5·00	—	—	4	20·00
Domestic economy	—	—	4	25·00	11	55·00	4	20·00	—	—	—	—
Composition of notes of a lesson	1	5·00	3	15·00	9	45·00	4	20·00	—	—	3	15·00
Original essay	—	—	4	20·00	11	55·00	3	15·00	1	5·00	1	5·00
Vocal music	—	—	—	—	2	10·00	7	35·00	—	—	11	55·00
Drawing from models	—	—	—	—	—	—	1	5·00	—	—	19	95·00
Inspector's report	—	—	2	10·00	17	85·00	1	5·00	—	—	—	—

WHITELANDS, CHELSEA, NATIONAL SOCIETY'S TRAINING SCHOOL—
47 CANDIDATES.

Religious knowledge	2	4·25	14	29·79	18	38·29	5	10·64	7	14·90	1	2·12
Church history	—	—	—	—	7	14·90	27	57·44	7	14·90	2	4·25
Spelling	—	—	22	46·81	12	25·53	4	8·51	1	2·12	8	17·02
Penmanship	—	—	12	25·53	17	36·17	10	21·27	—	—	8	17·02
Industrial skill	12	25·53	14	29·79	10	21·27	9	19·16	2	4·25	—	—
Arithmetic	—	—	1	2·12	13	27·66	20	42·55	4	8·51	9	19·16
Book-keeping	—	—	—	—	3	6·38	9	19·16	3	6·38	32	68·08
English grammar	—	—	10	21·27	21	44·68	14	29·53	3	6·38	1	2·12
Paraphrase	—	—	6	12·76	16	34·04	10	21·27	1	2·12	14	29·79
History and etymology	—	—	2	4·25	8	17·02	3	6·38	—	—	34	72·34
English history	—	—	10	21·27	14	29·79	15	31·91	3	6·38	5	10·64
Geography	—	—	6	12·76	29	61·71	6	12·76	4	8·51	2	4·25
Natural history	—	—	1	2·12	5	10·64	10	21·27	—	—	31	65·96
Domestic economy	2	4·25	4	8·51	17	36·18	18	38·29	4	8·51	2	4·25
Composition of notes of a lesson	—	—	14	29·79	17	36·18	9	19·16	2	4·25	5	10·64
Original essay	1	2·12	15	31·91	16	34·04	9	19·16	4	8·51	2	4·25
Vocal music	1	2·12	—	—	9	19·16	5	10·64	1	2·12	31	65·96
Welsh	—	—	—	—	—	—	—	—	1	2·12	46	97·87
Inspector's report	—	—	16	34·04	23	48·94	5	10·64	—	—	4	8·51

YORK AND RIPON DIOCESAN TRAINING SCHOOL—13 CANDIDATES.

SUBJECTS OF EXAMINATION.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.	Number.	Proportion per Cent.
Religious knowledge	—	—	3	23·07	8	61·53	2	15·39	—	—	—	—
Church history	—	—	3	23·07	3	23·07	7	53·85	—	—	—	—
Spelling	—	—	4	30·77	5	38·45	2	15·39	2	15·39	3	23·07
Penmanship	—	—	5	38·45	2	15·39	3	23·07	—	—	—	—
Industrial skill	2	15·39	3	23·07	7	53·85	1	7·69	—	—	—	—
Arithmetic	—	—	—	—	2	15·39	7	53·85	3	23·07	1	7·69
Book-keeping	—	—	1	7·69	—	—	—	—	—	—	12	92·30
English grammar	—	—	—	—	7	53·85	3	23·07	3	23·07	—	—
Paraphrase	—	—	—	—	4	30·77	6	46·15	2	15·39	1	7·69
English history	—	—	3	23·07	4	30·77	5	38·46	—	—	1	7·69
Biographical memoirs	—	—	—	—	1	7·69	2	15·39	1	7·69	9	69·23
Geography	—	—	3	23·07	7	53·85	3	23·07	—	—	—	—
Natural history	—	—	1	7·69	4	30·77	7	53·85	—	—	1	7·69
Domestic economy	—	—	5	38·46	4	30·77	3	23·07	1	7·69	—	—
Notes of a lesson	—	—	1	7·69	9	69·23	3	23·07	—	—	—	—
Vocal music	—	—	2	15·39	3	23·07	3	23·07	4	30·77	1	7·69
Inspector's report	—	—	5	38·46	7	53·85	1	7·69	—	—	—	—

APPENDIX C.

RETURNS from the BRIGHTON Training School for Mistresses, for the
Year terminating 185 ; dated 22 Oct. 1851.

OFFICERS.

Names.	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a residence allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
The Rev. F. W. Robertson, M.A., Brasenose College, Oxford.	Chaplain	Honorary.	—	—	—
Miss Anne Rumney	Superintendent	—	Yes.	Yes.	Yes.
Miss Eliza M. M'Nair	Mistress of Juvenile School.	—	Yes.	Yes.	Yes.
Miss Theresa Stammer	Assistant to the Superintendent.	—	Yes.	Yes.	Yes.
		£ 130	—	—	—

NUMBER OF STUDENTS.

Resident at Midsummer 1851	17
Who left during year ending Midsummer 1851	9
Who entered during year ending Midsummer 1851	7
Total number educated in the training school since its establishment, April 1842	45

DISTRIBUTION OF TIME.

The time devoted (according to the time tables) by each student weekly to the following subjects :—	1st Division.	2d & 3d Divisions.
	h. m.	h. m.
Religious knowledge	12 0	13 30
Learning to read	—	1 0
Penmanship	1 30	2 0
Arithmetic	2 0	3 0
English grammar	4 30	5 0
Geography	3 30	4 0
English history	3 0	3 30
Music	3 0	3 0
Model drawing, 2 hours; Map drawing, 30 min.	2 30	2 30
Study of the art of teaching (16 students)	6 30	1 0
*Practice of the art of teaching (8 students)	2 30	—
Industrial occupations	4 0	5 0
Recreation, exclusive of Saturday and Sunday	9 0	9 0
Total	54 0	52 30
*As the pupils practise teaching half an hour each day alternately, no time is allowed on the time table	2 30	
	51 30	
	26 20	25 20
	77 50	77 50

Time devoted by each student weekly to subjects other than the above :—	1st Division.	2d & 3d Divisions.
	h. m.	h. m.
Natural history	1 0	1 0
Biography	1 0	1 0
Domestic economy	2 0	1 0
Book-keeping	1 0	—
Composition	1 0	2 0
Household work	3 20	3 20
Meals " on Saturday	3 0	3 0
Meals	14 0	14 0
Total	26 20	25 20
Amount of time devoted weekly to study	48 30	48 30
Household work, recreation, and meals	29 20	29 20
Total	77 30	77 50

VACATIONS ALLOWED.

Six weeks at Midsummer. Four weeks at Christmas.

Names of the Students who have left during the Year ending Midsummer 1851, specifying such as were Queen's Scholars.	Present Residences and Occupation.	Salaries of the Appointments they at present hold.
Theresa Stammer -	Assistant to the Superintendent of Brighton Training School.	20 <i>l.</i> , board and lodging.
Jane Weaver -	Mistress of the Thames Ditton, Surrey, Girls National School.	40 <i>l.</i>
Anna Maria Ure -	Mistress of the Bury Mixed National School, Sussex.	30 <i>l.</i> and a furnished house.
Sophia Green -	Mistress of the Beddingham Mixed National School, Sussex.	30 <i>l.</i> and a furnished house.
Elizabeth Solomon -	Mistress of the Frant Girls National School, Sussex.	35 <i>l.</i> and furnished lodgings.
Harriet Gurr -	Mistress of the Uckfield Infant School, Sussex.	40 <i>l.</i> and a furnished house.
Mary Buckwell -	Mistress of the Selmeston Mixed National School, Sussex.	30 <i>l.</i> and a furnished house.
Emily Wentworth -	Mistress of Miss Pack's School, Girls, Walberton, Sussex.	30 <i>l.</i> and a furnished house.
Charlotte Wentworth -	Mistress of the Firle Girls National School, Sussex.	30 <i>l.</i> and furnished lodgings.

RETURNS from the HOME AND COLONIAL Training School for Mistresses,
for the Year terminating 23 Feb. 1851; dated 15 Oct. 1851.

OFFICERS.

Names.	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a residence allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
Rev. J. J. Evans, M.A., Trinity College, Cambridge.	Chaplain.—General Superintendence, Religious Instruction, Correspondence, &c.	—	No.	£50	No.
Mr. Dunning - - -	Head Training Master.	—	No.	£50	No.
Mr. Reiner - - -	Teacher of Natural History, &c.	—	No.	No.	No.
Mr. Kruse - - -	Teacher of Arithmetic and Instructive Drawing.	—	No.	No.	No.
Mr. May - - -	Teacher of Singing -	—	No.	No.	No.
Miss Bolton - - -	Teacher of Drawing	—	No.	No.	No.
M. Chenu - - -	Teacher of Drilling -	—	No.	No.	No.
Miss Abernethy - - -	Mistress of 1st Sect. 12 Months Class.	—	Yes.	Yes.	Yes.
Miss Jones - - -	Mistress of 2d Sect. 12 Months Class.	—	Yes.	Yes.	Yes.
Mr. Coghlan - - -	Schools:— Master of Juvenile School.	—	No.	No.	No.
Miss Jones - - -	Mistress of Juvenile School.	—	Yes.	Yes.	Yes.
Miss Simser - - -	Mistress of Model Infant.	—	Yes.	Yes.	Yes.
Miss Dunning - - -	2d Mistress of Model Infant.	—	Yes.	No.	No.
Miss M. A. Jones - -	Mistress of Practising Schools.	—	No.	No.	No.
Sophia Courtenay - -	Assistant in Practising Schools.	—	Yes.	Yes.	Yes.
Miss Williams - - -	Matron of Government Class.	—	Yes.	Yes.	Yes.
Mrs. Cope - - -	Matron of Six Months Class.	—	Yes.	Yes.	Yes.
Miss Roberts - - -	Matron of Pupils under 17.	—	Yes.	Yes.	Yes.
Miss Edmonds - - -	Matron of Dissenters	—	Yes.	Yes.	Yes.
Total - £		1,234			

INCOME.

	£	s.	d.
Amount of annual subscriptions or donations, specially for the use of the training school	-	2,590	11 6
Fees of 188 students, paid by themselves or their relatives	-	1,951	6 4
Fees of 66 students, paid by private patrons, some not residing in the institution	-	524	12 0
Government grants in respect to 33 students examined 16 Dec. 1851	-	443	6 8
By fees of the model or practising school	-	99	15 4
By income arising from other sources; profits of depository	-	98	7 7
Total income	-	5,707	19 5

EXPENDITURE.

Tuition	-	1,214	5 4
Board	-	1,818	14 7
Washing, students pay for their own	-	-	-
Wages and board of servants	-	276	10 6
Fuel, lights, and chandlery	-	130	10 9
Linen, crockery, and repairs	-	428	17 5
Medical attendance	-	25	0 0
Books, apparatus, printing, stationery, postages, and other office charges	-	441	16 3
Rents, rates, taxes, and insurance	-	380	2 7
Sundries	-	16	10 8
Total	-	£ 4,732	8 1
Cost of supporting model or practising schools during the year (salaries only)	-	262	2 7
Expenditure for additional buildings, or for the enlargement of existing buildings	-	383	11 4
Other expenses, not included in the above; 200 <i>l.</i> loan and interest repaid to bankers, and travelling expenses	-	325	5 5
Total expenditure	-	£ 5,703	7 5

Average cost per head in respect to 122 students and 19 officers and servants, 13*l.* 1*s.* 2*d.*

(Signed) JOHN REYNOLDS, *Hon. Sec.*

NUMBER OF STUDENTS.

Resident at Midsummer 1851	-	128
Who left during year ending 22 Feb. 1851	-	254
Who entered during year ending 22 Feb. 1851	-	365
Total number educated in the training school since its establishment, 22 Feb. 1836*	-	1,872

* Many have trained only for short periods—very few longer than six months.

DISTRIBUTION OF TIME.

The time devoted (according to the time tables) by each student weekly to the following subjects:—

	h.	m.
Religious knowledge	9	0
Learning to read	0	30
Penmanship and book-keeping	0	30
Arithmetic	4	15
English grammar	3	45
Geography	5	45
English history	1	45
Music	1	45
Model drawing and inventive	3	30
Study of the art of teaching	6	30
Practice of the art of teaching	4	30
Industrial occupations	5	0
Recreation	9	0
Total	55	45

Time devoted by each student weekly to subjects other than the above:—

	h.	m.
Natural history	3	0

VACATIONS ALLOWED.

One month, about July.

(Signed) R. DUNNING, *Head Master.*

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
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Students trained for 12 months and appointed to schools by the committee.

Isabella Bedson	St. Mary's, Birmingham	40 <i>l.</i>
Ann Burchmore	Blue Girls School, Bristol	40 <i>l.</i> and lodgings.
Eliza Darcy	St. Pancras, Middlesex	70 <i>l.</i>
Mary M. Edwards	Leeds	35 <i>l.</i> and lodgings.
Mary Hetherington	St. Mary's, Southwark	40 <i>l.</i> and lodgings.
Fanny Hutchison	Private School, Liverpool	20 <i>l.</i> , board and lodgings.
Elizabeth Hunt	St. Sepulchre's, Northampton	30 <i>l.</i> and lodgings.
Elizabeth Hillman	Hampton Wick	40 <i>l.</i> and house.
Rebecca Hall	Aldeburgh, Suffolk	18 <i>l.</i> , board and lodging.
Fanny Impey	St. James, West Bromwich	35 <i>l.</i> and lodgings.
Mary A. Jones	Engaged in Institution	45 <i>l.</i>
Eliza King	West Ham	40 <i>l.</i> and lodgings.
Catherine Ladds	St. Michael's, Bristol	35 <i>l.</i> and lodgings.
Janet Mitchell	Wentworth, Yorkshire	40 <i>l.</i> and lodgings.
Diana A. Martin	Kingsdon, Somerton	30 <i>l.</i> and lodgings.
Marianne Price	St. James, Holloway	40 <i>l.</i> and lodgings.
Harriet Pope	Dengie, Essex	20 <i>l.</i> , board and lodgings.

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Jane Phillips - - -	Haleswôrth - - -	30 <i>l.</i> and lodgings.
Jane Sutherland - - -	Hanbury, Lichfield - - -	40 <i>l.</i> and lodgings.
Isabella Smith - - -	Harp Alley, London - - -	40 <i>l.</i> and lodgings.
Ann Wood - - -	Brinnington, Chesterfield - - -	35 <i>l.</i> and lodgings.
Emily Wrench - - -	West Ham - - -	35 <i>l.</i> and lodgings.
Elizabeth Webber - - -	Llandovery - - -	30 <i>l.</i> and lodgings.
Jane Bald - - -	Wandsworth - - -	40 <i>l.</i> and lodgings.
Sophia Rogers - - -	All Saints, Northampton - - -	35 <i>l.</i> and lodgings.
Elizabeth Randall - - -	Christ Church, Brighton - - -	60 <i>l.</i>

Students sent up for 12 months training by clergymen and patrons, for their own schools.

Mary Denton - - -	Holbeck, Leeds - - -	{ These students being sent for training, no- thing is known of the salary they receive.
Agnes Heathcote - - -	St. Paul's, Preston - - -	
Mary M. Haynes - - -	Lenton, Notts - - -	
Esther Pickering - - -	Dorrington, Salop - - -	

Students trained for 6 months and recommended to schools by the committee.

Julia A. Soar - - -	Ringwood, Hants - - -	34 <i>l.</i> and lodgings.
Matilda Gibbs - - -	Darlington - - -	30 <i>l.</i> and lodgings.
Emma Rye - - -	Temple School, Bristol - - -	30 <i>l.</i> and lodgings.
Mary Champion - - -	Honiton, Devon - - -	15 <i>l.</i> , board and lodging.
Mary A. Abbott - - -	Wadeley, near Sheffield - - -	35 <i>l.</i> and lodgings.
Caroline Agent - - -	Newton Vallance - - -	30 <i>l.</i> and house.
Emma Allen - - -	Ivington, Leominster - - -	25 <i>l.</i> and lodgings.
Ann Bell - - -	Kingsley, near Cheadle - - -	15 <i>l.</i> and pence.
Caroline Beagley - - -	Ketteringham - - -	30 <i>l.</i> and lodgings.
Abigail Bubb - - -	Married and gone abroad.	
Charlotte Burgess - - -	Birmingham - - -	40 <i>l.</i> , no house.
Mary A. Belton - - -	Dead.	
Eliza J. Cox - - -	Kendal - - -	45 <i>l.</i>
Mrs. Chomley - - -	All Souls, Brighton - - -	35 <i>l.</i> and lodgings.
Emma Deering - - -	Clapham - - -	35 <i>l.</i> and lodgings.
Bertha Farmer - - -	Bonsall, Derby - - -	28 <i>l.</i>
Sarah Hall - - -	Bradford - - -	42 <i>l.</i>
Kesia Loosemore - - -	Ironbridge - - -	30 <i>l.</i> and house.
Helen O'Lucette - - -	Wonston - - -	12 <i>l.</i> , board and lodging.
Mary A. Luxton - - -	Turvey, Beds - - -	20 <i>l.</i> and pence.
Eliza Malone - - -	Stapleton Asylum - - -	Not known.
Elizabeth Mott - - -	Pluckley - - -	30 <i>l.</i> , furnished lodgings.
Martha Nicholls - - -	Leeds - - -	30 <i>l.</i>
Amelia Pratt - - -	Monk Soham - - -	18 <i>l.</i> , board and lodging.
Margaret Pilkington - - -	St. Paul's, Preston - - -	Not known.
Susan Petch - - -	Leyland, near Chorley - - -	35 <i>l.</i> and lodgings.
Elizabeth Sheaf - - -	Went to reside with her brother.	
Sarah Shone - - -	Newbold, Coventry - - -	26 <i>l.</i> , rooms unfurnished.

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Isabella Stalker - - -	Muswell Hill - - -	40 <i>l.</i> and house.
Maria Stevens - - -	Pirton, near Hitchen - -	20 <i>l.</i> , board and lodging.
Mary Spare - - -	Ramsgate - - -	Not known.
Rachel Senior - - -	Long Stratton - - -	16 <i>l.</i> , board and lodging.
Eliza Smith - - -	Penrith - - -	Not known.
Mary A. Stocks - - -	Westfield - - -	60 <i>l.</i> and house.
Sarah Tyler - - -	Rushmore, Salisbury - -	Not known.
Ann Simpkins - - -	Chatteris - - -	35 <i>l.</i>
Isabella Sutherland - -	The Abbey, Leicester - -	Not known.
Sarah C. Startup - - -	Shirley, Southampton - -	40 <i>l.</i> and lodgings.
Mary J. Wells - - -	Crayford, Kent - - -	Not known.
Mrs. Warren - - -	Finchingfield - - -	30 <i>l.</i> and house.
Mary Young - - -	Wharf Street School, Paddington.	Not known.

Students sent up for 6 months training by clergymen and patrons for their own schools.

Mrs. Peters - - -	Kentish Town - - -	These students being sent for training, nothing is known of the salary they receive.
Ruth Ford - - -	St. James, Congleton - -	
Hannah Thomason - -	Prees, Salop - - -	
Margaret M'Gillycuddy -	Tralee - - -	
Mary Cumming - - -	Bapcary - - -	
Mr. Groyne - - -	Swansea - - -	
Mary A. Allsop - - -	Clifton - - -	
Eliza Burlingham - - -	Thetford - - -	
Louisa Barnes - - -	Hastings - - -	
Mrs. Buxton - - -	Keswick - - -	
Frances M. Bailey - - -	Stapleford - - -	
Jane Carey - - -	Rotherhithe - - -	
Jane Jackson - - -	Durham - - -	
Harriet King - - -	Bury, Lancashire - - -	
Ellen Kite - - -	Hatfield - - -	
Amelia Owens - - -	Colebrook Dale - - -	
Fanny Porter - - -	Durham - - -	
Margaret Willett - - -	Edburton - - -	
Elizabeth Woolridge - -	Bramshaw, Hants - - -	
Mr. Leyland - - -	Lambeth Ragged School	

Students sent up and trained for short periods.

Celia Button - - -	All Saints, Islington - -
Christina Logan - - -	Liverpool - - -
Rebecca Culpin - - -	Masbro' - - -
Charlotte Andrews - -	Sompting - - -
Mary A. Booker - - -	Winchester - - -
Elizabeth Barnes - - -	Farringdon - - -
Ellen Barrett - - -	Maidenhead - - -
Jemima Bates - - -	Hertford - - -
Miss Black - - -	Governess, Pont Street, Belgrave Square.
Miss Baylis - - -	Private School - - -
Emma Bennett - - -	Everton, Liverpool - -
Mr. Day - - -	Christ Church, Bermondsey
Mr. Douglas - - -	Newcastle-on-Tyne - - -
Elizabeth Denton - - -	Chapel Brampton - - -

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Emma Feller - - -	Putney - - -	These students being sent for training, nothing is known of the salary they receive.
Mr. Goffin - - -	Hawkstone - - -	
Mary A. House - - -	West Ashton - - -	
Mrs. Harris - - -	Achurch, Oundle - - -	
Emma Jessett - - -	Thatcham - - -	
Susan Kerrison - - -	Seringham - - -	
Eliza Kenning - - -	Newark - - -	
Ann Long - - -	Luddington - - -	
Susan Longhurst - - -	Lambeth Ragged School - - -	
Mrs. Heath - - -	Brackley - - -	
Isabella Longstruth - - -	Hersham, near Esher - - -	
Mr. Lewis - - -	Ewell - - -	
Catherine Middleton - - -	Salford - - -	
Sarah Meen - - -	Bloomsbury Chapel School - - -	
Mr. Mills - - -	Little Hinton - - -	
Eliza Mee - - -	- - -	
Eliza Munckton - - -	Curry Rivell - - -	
Emma Oliff - - -	Private School, Grantham - - -	
Naomi Powter - - -	Norwich - - -	
Lydia Prince - - -	Bonsall - - -	
Eliza Shippy - - -	Beddenham - - -	
Mary A. Southeard - - -	Southwark - - -	
Kitty Spenser - - -	Henham - - -	
Esther Beal - - -	Plaistow - - -	
Sarah Jones - - -	Shrewsbury - - -	
Anne Reece - - -	Axminster - - -	
Mr. Randall - - -	Returned to Chenies - - -	
Emily Potter - - -	Brightling, Sussex - - -	

Class of pupils under 17, appointed to schools.

Isabella Tomlins - - -	Address not known.	
Harriet Wilde - - -	All Souls, Brighton - - -	25 <i>l.</i> and lodging.

Assistants.

Jane M'Euan - - -	St. John's, Brighton - - -	20 <i>l.</i> and lodgings.
Sarah J. Bourne - - -	Address not known.	
Mary Hodder - - -	Portland Town - - -	26 <i>l.</i> and house.
Emma J. Jones - - -	Blue Girls Schools, Bristol - - -	20 <i>l.</i> and lodgings.
Martha Kirby - - -	At present in the Institution.	
Mrs. Lockwood - - -	Ickleford - - -	Not known.
Harriet Lesiter - - -	Thornhaugh - - -	20 <i>l.</i> and lodgings.
Ann Nash - - -	Left the work.	
Jane Spicer - - -	St. James, Holloway - - -	27 <i>l.</i>
Mary G. Watson - - -	Bampton, Devon - - -	Not known.

Missionaries.

Sarah Clark - - -	Bombay - - -	Salaries not known.
Mr. Cousens - - -	Declined by Colonial Church Society.	
Susanna Frith - - -	Africa - - -	
Sarah Harvett - - -	China and East Society - - -	
G. Macdonald - - -	Address not known	
Elizabeth Mackay - - -	China and East Society - - -	
Mr. Madarackel - - -	Malta - - -	
Mr. Seddall - - -	Malta - - -	
Mr. Willatt - - -	Africa - - -	
Elizabeth Gibbs - - -	Adelaide - - -	

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Out-door governesses, &c.		
Miss Brett - - -	Left for Fakenham, and afterwards for Constantinople.	60 <i>l.</i> and house.
Miss Bright - - -	Private School, Hull - - -	} Not known.
Mrs. Battersby - - -	Private School, Liverpool - - -	
Miss Chandler - - -	Pinxton Rectory, Derbyshire - - -	
Miss Colenutt - - -	Private School, Isle of Wight - - -	
Miss Dix - - -	Address not known.	} 60 <i>l.</i> and house.
Miss Donaldson - - -	Loughborough - - -	
Miss E. Dewar - - -	Gone to France - - -	} Not known.
Miss C. Dewar - - -	Ditto - - -	
Miss Haigh - - -	Private School - - -	
Miss Ingles - - -	Ditto - - -	
Miss Jones - - -	Ditto - - -	} 40 <i>l.</i>
Miss Lawford - - -	Private Governess - - -	
Miss Lloyd - - -	Newport, South Wales - - -	36 <i>l.</i>
Miss Penn - - -	Walthamstow - - -	Not known.
Mrs. Parke - - -	86, Eaton Square - - -	} Not known.
Sarah M. Smith - - -	Returned to Institution.	
Miss Thompson - - -	Private Governess, West Cowes - - -	} Not known.
Miss S. Thompson - - -	Private School - - -	
Miss Thomas - - -	Private Governess - - -	} Not known.
Miss Woolmer - - -	Left the work.	
Miss Walker - - -	Baker Street - - -	
Miss Pelling - - -	Private School - - -	

Teachers returned, and again appointed to schools by the committee.

Mary A. Skinner - - -	Maze Pond School - - -	Not known.
Emma Carr - - -	Address not known.	
Sarah Morgan - - -	Stoke - - -	35 <i>l.</i> and lodgings.
Ann Wykes - - -	Marston Sicca - - -	40 <i>l.</i> and house.
Jane Brown - - -	Address not known.	
Ann Habbin - - -	Headingham - - -	Not known.
Hannah Adams - - -	Union School, Winslow - - -	15 <i>l.</i> , board and lodging.
Ann A. Balcomb - - -	British Schools, Derby - - -	35 <i>l.</i> and lodgings.
Jane Alderson - - -	Private School - - -	} Not known.
Emily Chennells - - -	Croydon - - -	
Hannah Dean - - -	Christleton, Chester - - -	} 35 <i>l.</i> and lodgings.
Mary M. Edwards - - -	Leeds - - -	
Charlotte Gould - - -	Putney - - -	Not known.
Matilda Gibbs - - -	Darlington - - -	30 <i>l.</i> and lodgings.
Ann Hammett - - -	Ecton, Northampton - - -	30 <i>l.</i> and portion of pence.
Ann Haydon - - -		
Eliza Hedges - - -	Henley - - -	35 <i>l.</i>
Julia Harrison - - -	Astley - - -	Not known.
Mrs. Jephson - - -	Returned to Ireland.	
Elizabeth James - - -	Holbrook - - -	Not known.
Matilda Lakey - - -	Luddington, Goole - - -	30 <i>l.</i> and lodgings.
Margaret Manifold - - -	In the Institution.	
Amelia Mills - - -	Ickham - - -	35 <i>l.</i> and lodgings.
Charlotte A. Perfect - - -	Reading - - -	35 <i>l.</i>

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Mr. Shaddock - - -	North Surrey Industrial School.	70 <i>l.</i> , board and lodging.
Mary Stacey - - -	Achurch - - -	35 <i>l.</i> and lodgings.
Emily Tower - - -	At home ill.	
Jane Timmons - - -	Brenchley, Cranbrook - -	30 <i>l.</i> and lodgings.
Elizabeth Watson - -	Hemel Hempstead - -	30 <i>l.</i> and lodgings.
Mary Spare - - -	Ramsgate - - -	Not known.
Elizabeth Oakley - -	Reading - - -	40 <i>l.</i>
Julia A. Soar - - -	Ringwood - - -	34 <i>l.</i>
Elizabeth Darwent - -	Buckley Mold - - -	30 <i>l.</i> and lodgings.
Emma Cue - - -	Aberdare, Merthyr Tidvill	40 <i>l.</i>
Elizabeth Taylor - -	Lymington, Hants - -	30 <i>l.</i>
Amelia Bere - - -	Frognall, Hampstead - -	35 <i>l.</i> and lodgings.

(Signed) JAMES JOYCE EVANS, *Chaplain.*

17 Oct. 1851.

RETURNS from the WARRINGTON Training School for Mistresses, for the Year terminating Midsummer 1851; dated October 1851.

OFFICERS.

Names.	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a residence allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
*Rev. H. C. Stubs, Clerical Principal -	See printed rules -	—	No.	Yes.	Not at present.
Miss Wilson, Head Mistress -	Ditto -	—	Yes.	Yes.	Yes.
Senior Assistant Teacher's office vacant.					
Miss E. Mellor, Junior Assistant Teacher.	Assisting Head Mistress.	—	Yes.	Yes.	Yes.
*Mr. Plant, Singing and Mathe- matical Master.	In addition to singing and arithmetic, Mr. Plant gives lessons in geography.	—	No.	Yes.	No.
	Total - £	410			

* The salaries of these Officers are divided between the Clergy School and the Training School.

INCOME.

Grants from Diocesan boards of education (balances), not including fees of students, (including rent of premises, 215 <i>l.</i>)	£	s.	d.
		387	19 11
Fees of 25 students, paid by themselves or their relatives	-	246	16 0
Fees of 2 students, paid by private patrons	-	30	0 0
Government grants in respect to 14 students examined Dec. 1850	-	220	0 0
By exhibitions by Diocesan boards	-	51	0 0
Total income	£	935	15 11

EXPENDITURE.

Board	These items are all covered by one payment charged to each pupil of 6s. per week.		
Washing			
Wages and board of servants			
Fuel, lights, and chandlery			
Linen, crockery, and repairs			
Medical attendance		£	s. d.
Books, apparatus, printing, stationery, postages, and other office charges			38 10 0
Rents			215 0 0

N.B.—The following statements have been prepared with great care. They may be useful to the managers of similar institutions.

Meat	£	s.	d.
	24	13	10
Grocery, including salt butter	17	1	10
Bread	13	19	2½
Milk	6	5	10
Flour and meal	1	15	4
Fresh butter and eggs	0	16	11
Cheese and bacon	0	6	0
Potatoes	1	5	3
Fruit	0	17	4
Beer and porter	2	3	0
Per month	68	4	6½

Or 89 inmates, at 3s. 10*d.* each, per week.

Date.	Days.	Number of Pupils.	Equivalent Number for one Day, in integers and decimals.	Cost per Month.	Equivalent Cost for each Pupil for one Day.
1850.				£ s. d.	Pence and decimals. Pence.
January	31	85½	2,650·5	62 14 5½	5·679 or 5½
February	28	86½	2,422·0	95 13 9½	9·482 „ 9½
March.	31	87½	2,712·5	124 5 10	10·997 „ 11
April	30	87½	2,565·0	96 5 8	9·009 „ 9
May	31	88½	2,743·5	90 17 6½	7·949 „ 8
Total	-	-	13,093·5	469 17 3	

REMARKS.—The cost per inmate per day, for five months is 8·612*d.*, or rather more than 8½*d.* Each day-pupil is taken as half an inmate.

The cost per day for each inmate, during the four full months, is 9·359*d.*, or nearly 9½*d.*

	Cocoa. Tea. Coffee.	Sago. Rice.	Salt Butter.	White Sugar.	Moist Sugar.	Sundry Groceries.	Soap.	Candles.
1850.	lbs.	lbs.	lbs.	lbs.	lbs.	£ s. d.	lbs.	lbs.
January	26	56	41	28	98	1 2 7½	—	18
February	18	172	61	28	84	1 15 6	—	—
March -	26	171	101½	28	112	1 7 2½	—	—
April -	23	168	75¼	28	112	1 3 1	—	—
May -	23	227	98¼	28	140	1 5 0	58	—
Totals -	116	794	377	140	546	6 13 5	58	18
1851.								
January	24	112	79½	28	82	0 9 10	—	—
February	27	115	80	14	140	1 7 5	—	14
March -	24	127	115	28	154	2 4 0	112	—
April -	28	118	112	28	180	2 7 8	—	7
May -	30	175	134	28	196	2 3 1	—	6
Totals -	133	647	520½	126	752	8 12 0	112	27

	Meal. Flour.	Bread.	Milk.	Eggs. Fresh Butter.	Fuel. Coals.	Bacon. Cheese.
1850.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
January	0 16 10	5 10 0½	1 16 9	0 11 0½	15 9 6	0 5 7½
February	1 13 4	15 6 8¼	5 4 3	0 19 10½	14 3 7	0 2 0
March -	0 18 8	14 17 1½	5 11 3	1 1 10¼	11 16 0¼	0 9 2
April -	1 13 0	17 6 9½	6 5 2½	1 5 10½	10 12 4	0 7 6
May -	1 12 8	12 8 10	5 1 8	0 16 6	10 7 11	—
Totals -	6 14 6	65 9 5¾	23 19 1½	4 15 1¾	62 9 4½	1 4 3½
1851.						
January	1 12 8	7 9 7½	3 0 10	0 13 11	6 1 10	0 4 0½
February	1 14 8	14 2 4	5 11 4	0 16 2½	12 17 6	0 1 9
March -	1 14 11	14 3 5	6 4 10	0 17 3	14 6 7	0 5 10½
April -	1 16 8	18 4 11½	7 19 4	1 1 3	11 4 9	0 5 0
May -	1 15 4	10 19 2½	6 5 10	0 17 4	11 14 9½	0 6 0½
Totals -	8 14 3	64 19 6½	29 2 2	4 5 11½	56 5 5½	1 2 8½

—	Potatoes.	Fruit and Vegetables	Fish.	Porter and Beer.	Garden, Laundry, and Washhouse.	Repairs and Furniture.
1850.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
January	0 10 3	0 7 10	- - -	1 16 0	6 16 7	1 10 0
February	0 11 0	0 16 9	0 10 3	1 9 0	13 1 2½	4 15 3½
March -	0 16 0	0 13 9	0 2 8	1 19 0	13 - 3 2½	0 11 6½
April -	0 16 6	0 15 3	0 17 10½	2 4 0	16 15 4	1 5 11
March -	0 10 6	1 2 9½	- - -	1 13 0	12 17 7	1 1 4
Totals -	3 4 3	3 16 4½	1 10 9½	9 1 0	62 13 11	9 4 1
1851.						
January	0 17 1	0 17 4½	- - -	2 5 0	4 11 1½	0 6 0
February	1 5 5	1 8 5	0 1 4	2 1 0	13 4 2	—
March -	1 1 4	1 3 5	- - -	2 9 6	13 14 7	0 18 6
April -	1 9 11	1 7 4	- - -	2 3 0	18 5 4½	2 2 1
May -	1 5 3	0 16 11	- - -	2 4 6	14 10 5	1 4 10
Totals -	5 19 0	5 13 5½	0 1 4	11 3 0	64 5 8	4 11 5

—	Sundries.	Work- women.	Dentistry and Medicine.	Butcher's Meat.	Nurse.
1850.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
January	2 1 3	- - -	- - -	15 11 7½	—
February	0 12 11	0 7 0	1 3 2	22 4 8	—
March -	0 15 11	3 6 3	1 3 3	26 10 9	—
April -	0 1 0	0 4 9	1 7 3	21 5 3½	—
May -	0 4 3	0 3 0	0 14 7	24 1 4	—
Totals -	3 15 4	4 1 0	4 8 3	109 13 8	—
1851.					
January	0 6 0	0 7 3	- - -	11 17 10½	—
February	0 6 9½	0 16 6	2 0 4	22 10 1½	0 3 9
March -	0 12 5	0 14 3	3 7 2	24 15 5	0 18 0
April -	0 11 3½	0 17 6	3 3 7½	23 10 3½	0 13 9
May -	0 9 5	0 10 6	4 9 10½	24 13 10	2 0 0
Totals -	2 6 1	3 6 0	13 1 0	107 7 6½	3 15 6

The model or practising school is no charge to the training school.

NUMBER OF STUDENTS.

Resident at Midsummer 1850	-	-	-	30
Who left during year ending Midsummer 1851	-	-	-	14
Who entered during year ending Midsummer 1851	-	-	-	18
Total number educated in the training school since its establishment	-	-	-	147

DISTRIBUTION OF TIME.

The time devoted (according to the time tables) by each student weekly to the following subjects:—

	h.	m.
Religious knowledge	7	0
Learning to read	8	0
Penmanship	3	0
Arithmetic	6	0
English grammar	5	0
Geography	3	0
English history	5	0
Music	4	0
Study of the art of teaching	3	30
Practice of the art of teaching	13	0*
Industrial occupations	13	0
Total	73	0*

* Or about 50½ hours weekly for each student.

RETURNS from the WHITELANDS Training School for Mistresses, for the Year terminating (?) 185 ; dated 20 Oct. 1851.

The educational arrangements having been entirely altered, instead of giving an account of a staff of officers no longer existing, the following is a description of the *present constitution of Whitelands*.

OFFICERS.

Names.	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a residence allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
1. Mrs. Harries - -	Superintendent - -	—	Yes.	Yes.	Yes.
2. Miss Cuckow - -	Governess - -	—	Yes.	Yes.	Yes.
3. Miss Gillott - -	Assistant Governess	—	Yes.	Yes.	Yes.
4. Miss Stretton - -	Mistress of Upper Practising School.	—	Yes.	Yes.	Yes.
5. Miss Fifield - -	Mistress of Lower Practising School.	—	Yes.	Yes.	Yes.
6. Miss Dale - -	Mistress of Infant School.	—	Yes.	es,	Yes.
7. Rev. Harry Baber, M.A., Trinity College, Cambridge.	Chaplain & Secretary	—	No.	No.	No.
8. William Knighton, Esq., M.A., Ph. D., Leipzig.	Lecturer & Teacher of the Art of Teaching.	—	No.	No.	No.
9. Mr. Hullah & Mr. May	Teachers of Music -	—	No.	No.	No.
Total amount		£ 1,101 10			

INCOME.

Amount of annual subscriptions or donations, specially for the use of the training school	£	s.	d.
	107	6	6
Grants from National Society, or other public bodies; not including fees of students	1,125	0	0
Fees of (?) students, paid by themselves or their relatives	1,288	11	6
Fees of (?) students, paid by private patrons			
Government grants in respect to 24 students examined December 1850	343	6	8
By fees of the model or practising school	70	18	5
Total income	£	2,935	3 1

EXPENDITURE.

Expenditure during the Year terminating December 1850.	Total.	Average cost per head in respect to 70 students.
	£ s. d.	£ s. d.
Tuition	803 12 6	11 9 7
Board	956 15 3½	13 13 4½
Washing	238 3 0	3 8 0½
Wages and board of servants	77 15 4	1 2 2½
Fuel, lights, and chandlery	110 4 7	1 11 5½
Linen, crockery, and repairs	97 7 4	1 7 10¾
Medical attendance	34 9 10	0 9 10
Books, apparatus, printing, stationery, postages, and other office charges	118 15 10	1 13 11¼
Rents, rates, taxes, and insurance	485 13 8	6 18 9
Sundries, including garden	118 7 8½	1 13 9¾
Total	3,041 5 1	43 8 11

The statement of income and expenditure for 1850 does not represent the true position of the institution. The receipts from pupils were unusually large, in consequence of the payments of many sums that had fallen into arrear; the average expense of training each student was much greater than usual in consequence of the necessity of paying the same rents, &c.; while the number of students had to be reduced, owing to the inconvenience caused by the building operations.

NUMBER OF STUDENTS.

	Queen's Scholars.	Other Students.
Resident at Midsummer 1851	4	61
Who left during the year ending	—	32
Total number educated in the training school since its establishment (1841 to Christmas 1850)	—	174

DISTRIBUTION OF TIME.

The time devoted (according to the time tables) by each student weekly to the following subjects:—	h.	m.
Religious knowledge	6	0
Learning to read	1	0
Penmanship	1	0
Arithmetic	4	0
English grammar	3	30
Geography	3	0

DISTRIBUTION OF TIME—continued.

English history	3	30
Music	5	0
Model drawing	1	0
Study of the art of teaching (64 students)	3	30
Practice of the art of teaching (35 students)	12	30
Industrial occupations, including needlework	8	30
* Recreation	17	30

Total

* This calculation is made for 5 days, and includes the time allotted for meals.

Time devoted by each student weekly to subjects other than the above :—

	h.	m.
English literature	2	0
† Biography	2	0
Criticising lessons delivered in practising schools	2	30
Map drawing	1	0
Domestic economy	1	30
Miscellaneous exercises	2	0

Total

† Upper classes only.

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Catherine McEvily	Essendon, Herts	This return shows the schools to which the students were originally appointed; it is impossible to say whether they still retain their appointments; the agreements as to salary were always given to the students; the usual and average salary is 35 <i>l.</i> and furnished apartments, independent of Government advantages.
Louisa Williams	St. George's, Kidderminster	
Isabella Green	Woodhill, Hertford	
Jane Ferrier	Shellingford, Farringdon	
Fanny Perry	High Beech	
Susan Atkinson	Barnes	
Jane Smith	Audley, Newcastle	
Martha Salisbury	Wrexham	
Elizabeth Parry	Mold	
Elizabeth Roadley	Aston Rowant	
Jane Watts	Barton-on-Umber	
Elizabeth Carrington	Uppingham	
Elizabeth Trevin	Industrial School, Sloane Street.	
Matilda Cock	Normanton, Derby	
Elizabeth Pearson	Walkden Moor	
Ann Pither	High Leigh, Knutsford	
Mary Jane Matthews	Hammersmith	
Charity Vidler	Stratton, Cirencester	
Ann Davidson	Hackney	
Matilda Jones	Rhuddlan, St. Asaph	
Emily Child	St. James, Handsworth	
Jane Thornton	Camden Town	
Rachel Stowell	Bury St. Edmunds	
Sarah Partridge	Buckland, Herts	
Francis Mogg	St. Catherine, Bearwood	
Sarah Burr	St. Mary's, Marylebone	
Mary Ann Wilkins	Stoke Holy Cross, Norwich	
Sarah Ann Bulaam	Witney	
Matilda Davies	Aldborough, Suffolk	
Ellen Eley	Radbourne, Derby	
Elizabeth Marks	St. John's, Bristol	
Augusta Jones	Broseley, Salop	

RETURNS from the YORK AND RIPON Training School for Mistresses,
for the Year terminating 30 Sept. 1851; dated Dec. 1851.

OFFICERS.

Names.	Duties.	Annual Salary.	Is board allowed in addition to the salary?	Is a residence allowed in addition to the salary?	Does the Officer reside within the walls of the Institution?
Miss Cruse - - -	Superintendent - -	—	Yes.	Yes.	Yes.
Miss Catherine Cruse. - -	Assistant Mistress -	—	Yes.	Yes.	Yes.
Miss Muron - - -	Teacher of Linear Drawing.	—	No.	—	—
Mr. Buncombe - - -	Singing Master -	—	No.	—	—
Miss Ewer - - -	Practising School Mistress.	—	Yes.	Yes.	Yes.
Total - £		180			

INCOME.

	£	s.	d.
Grants from Diocesan boards of education; not including fees of students	135	5	3
Fees of students, paid by themselves or their relatives	127	14	0
Fees of students, paid by private patrons	58	10	0
Government exhibition for one Queen's scholar	16	13	4
Government grants in respect to 13 students examined Christmas 1850	103	6	8
By exhibitions founded by Diocesan boards; not including those paid out of the funds of the training school	62	8	4
By two exhibitions, founded by private patrons	28	0	0
By fees of the model or practising school	16	15	4
By income arising from middle school	226	13	0
Other sources	18	0	0
Total income	£ 793	5	11

EXPENDITURE.

Expenditure during the Year terminating Sept. 30, 1851.	Total.	Average cost per head in respect to 20 students and 8 Middle School boarders.
	£ s. d.	£ s. d.
Tuition - - - - -	168 15 0	6 0 6
Board - - - - -	350 14 7½	12 10 6
Washing - - - - -	21 17 0	0 15 7
Wages of servants - - - - -	32 4 7½	1 3 0
Fuel and lights - - - - -	27 6 6	0 19 6
Linen, crockery, and repairs - - - - -	43 7 4½	1 11 0
Medical attendance - - - - -	11 1 10	0 8 0
Books, apparatus, printing, stationery, postages, and other office charges - - - - -	21 13 1½	0 15 5
Rates, taxes, and insurance - - - - -	49 9 10½	1 15 1
Sundries, including garden - - - - -	17 8 4½	0 12 5
Total - - - - -	743 18 4	26 11 0
Cost of supporting model or practising schools during the year - - - - -	31 6 10½	
Other expenses, not included in the above - - - - -	18 0 8½	
Total expenditure - - - - -	793 5 11	

NUMBER OF STUDENTS.

	Queen's Scholars.	Other Students.
Resident at Midsummer 1851 - - - - -	1	19
Who left during year ending Sept. 1851 - - - - -	—	11
Who entered during year ending Sept. 1851 - - - - -	—	16
Total number educated in the training school since its establishment, Aug. 1846. - - - - -	—	46

DISTRIBUTION OF TIME.

The time devoted (according to the time tables) by each student weekly to the following subjects :—

	h.	m.
Religious knowledge - - - - -	9	0
Learning to read - - - - -	3	0
Penmanship - - - - -	2	0
Arithmetic - - - - -	3	0
English grammar - - - - -	4	0
Geography - - - - -	3	0
English history - - - - -	2	0
Music - - - - -	2	0
Model drawing - - - - -	2	0
Study of the art of teaching - - - - -	1	0
Practice of the art of teaching - - - - -	2	0
Industrial occupations - - - - -	6	0

Total

Names of the Students who have left during the Year 1850, specifying such as were Queen's Scholars.	Present Residences and Occupations.	Salaries of the Appointments they at present hold.
Alice Spedding	Leeds, St. Mary's, New Town	Two left from incompetency, one from ill health.
Ellen Berry	Morpeth	
Elizabeth Ann Calow	Leeds, St. James	
Hannah Crowther	Keighley Parish Church	
Anne Maltby	North Cave, Howden	
Elizabeth Milnes	Crayke, York	
Ann Tyas	Grimston, Tadcaster	
Margaret Bentham	Cross Stones, Halifax	

APPENDIX D.

SYLLABUS of a COURSE of LECTURES on EDUCATION ; its PRINCIPLES and PRACTICE.

I.—*The Principles or Theory of Education.*

Education a *science* and an *art*—a science, inasmuch as it investigates the principles upon which tuition is, or ought to be, conducted ; an art in affording rules for its conduct and putting them into practice ; object of education in its highest and widest signification ; the etymology of the word referred to ; the human being a religious and moral, an intellectual, and a physical animal ; education therefore threefold, of the body, the mind, and the soul or spirit ; their relative importance ; the end of man's existence on earth, not his happiness or gratification, but performance of duty ; this brings with it the truest happiness ; our duty three-fold also. (1.) All attempts to form a moral being without the aid and influence of religion hitherto unsuccessful—history convinces us of this fact ; warranted in concluding religion and morality inseparable ; how the religious and moral powers are to be cultivated ; the Bible the rule of faith ; how the Bible, and its auxiliary to the ignorant mind, the Catechism, are to be taught, a question for practical education. (2.) The intellectual nature of man ; necessity of its cultivation if man is to fill properly the sphere allotted to him on earth ; constant necessity for the exercise of the intellect in the daily affairs of life ; advantages of its cultivation—disadvantages of its neglect ; different powers of the mind all useful in different ways ; attention, association of ideas, conception, abstraction, imagination, and reason or judgment, all to be cultivated harmoniously ; evils of allowing one faculty undivided sway ; qualities which constitute a well-regulated mind, a habit of attention, a power of regulating the succession of thoughts, mental activity, habits of reflection and association, proper relation of objects of pursuit, government of the imagination, culture, and regulation of the judgment, proper moral feeling. (3.) The physical nature of man ; necessity of knowing something of it ; evils of neglecting its development ; benefits of health, vigour, and bodily activity to all ; caution not to make too much of it.

II.—*The Practice of Education.*

1. *The schoolroom*—its adaptation to the purposes of education the primary consideration ; the infant schoolroom—its gallery, dimensions, construction, and convenient disposition in the room ; uses of infant gallery ; the black-board or large slate, pictures, card-stands ; should books be used in the infant school ? Yes, but for the highest class only ; smaller boards or slates for classes. Juvenile schoolroom—importance of a gallery ; utility of parallel desks for classes—those of the National Society excellent ; each row of seats should differ in height ; general arrangement of classes to suit the room ; for both schools a playground necessary ; its importance in moral training ; “ the uncovered schoolroom ; ” how it should be used ; neatness and cleanliness of the covered and uncovered school-

room to be attended to; influence of this upon the children's character; ventilation; temperature. The classroom—necessity of it in a large school; its arrangement and most convenient position.

2. *The Pupils.*—Evils of grown-up children in infant schools; sympathy of numbers; influence of this principle in the school and in the world; examples—Bacon's "Idols of the Forum;" the result of want of attention to this principle, and neglect of its cultivation in education; advantages likely to be derived by both sexes from their mingling in schools; evils to be guarded against in schools for girls alone; power of the gallery vastly increased in the mixed school; its power of condemnation, and its utility in inflicting severe punishment on an individual offender; different method of treatment to be adopted with town and country children; object in the town to turn the mental activity, the "sharpness," to proper account, and direct it to proper objects of pursuit; in the country to develop the open unsuspecting character and increase the mental acuteness by judicious training; difference between training and teaching.

3. *The Teacher.*—Mental qualities and habits of thought most valuable for the teacher; piety, patience, perseverance, and a sympathy with children to be cultivated assiduously; impartiality or freedom from injustice indispensable to form a really good teacher; activity of mind and body essential; immense influence exercised by the teacher on the pupil-teachers and scholars; good example better than good precepts; importance of attention in minute matters to the rules of the school; discipline thus inculcated and enforced—"Let all things be done decently and in order;" attention to trifles necessary; time often wasted; danger of being puffed up with pride; necessity of humility; impossibility of those succeeding who take no interest in the work; happiness of managing a well-kept improving school; impression respecting the misery of school-keeping quite erroneous; dress of the mistress should be cleanly, neat, and simple.

4. *Organization of the school.*—Superiority of pupil-teachers to monitors; pupil-teachers may be taught much with the highest class in simultaneous lessons; evils produced by neglect of the school in order to devote too much time and labour to pupil-teachers; advantages of a good classification; evils of maintaining the same classification in all subjects; those quick in acquiring a knowledge of reading often dull in arithmetic; necessity therefore of all working arithmetic at the same time, in order to admit of a new classification for that subject; time-tables not to be lightly or hastily constructed or altered; advantages of the classes passing successively under the teacher's own eye; difficulties likely to be encountered in opening a school; practical suggestions for overcoming them; rules for avoiding waste of time.

5. *Discipline.*—Necessity of enforcing discipline; which is the stronger motive to obedience, love or fear? conclusions to be drawn from the answer; evil influence of constant change of rules; necessity of adhering to those once established; good effect of early attention to rules on the subsequent character of the pupils; nature of punishment, parental, legal, and vindictive; necessity of some punishment (not corporal) to enforce discipline; its nature and object to be explained to the children in Bible lessons; when correction had recourse to, utility of referring to these lessons; vindictive punishment disclaimed; the gallery the great instrument for severe punishment; may be inflicted without naming the offender, by reference to the fault in a Bible lesson; detention in school, except for late attendance, not to be resorted to; nothing but the most imperative necessity can justify expulsion; solemnity which should accompany it; necessity for a thorough command of temper in the teacher; difficulties connected with the use of emulation as a mental stimulus; doubts with respect to its being a healthy one; minor matters of discipline too frequently neglected.

6. *Method of Teaching.*—Simultaneous gallery lessons most advantageously given in the way inculcated in the "Training System" by Mr. Stow; Bible lessons or lessons on the Catechism or Liturgy in the

morning very advantageously given according to this method; advantages of the mingling of questions and ellipses judiciously; of "picturing out" as a mental exercise; secular lessons in the afternoon similarly; rule not to tell the children what can be drawn from them by exercising their judgment or association of ideas or imagination; their mental powers thus cultivated; guessing to be avoided; the lessons to be made as interesting as possible; care to be taken not to sacrifice utility in the attempt to render the lesson interesting or attractive; importance of a proper division of simultaneous lessons; of systematic lessons on Holy Scripture; of courses of lessons on scientific or other secular subjects; evils of want of system; in division of lessons care to be taken that the narrative comes first and the application subsequently; reason of this; general rules for dividing Bible lessons; for secular; method of giving such lessons; voice, manner, enunciation; importance of the black-board or large slate; necessity of some slight facility in sketching in order to be able to illustrate the lessons.

7. *On Teaching Reading.*—Synthetic method best in teaching to read; a simple word presented, and its sound and appearance taught; analysis of it subsequently; advantages and disadvantages of the phonic method of teaching the alphabet; no necessity to begin with the alphabet; simultaneous reading of 10 or 15 at a time useful, if the teacher reads well; danger of carrying this too far; importance of the teacher reading clearly, distinctly, and calmly; simultaneous method excellent in eradicating the propensity to sing, often found in schools.

8. *On Teaching Arithmetic.*—Importance of attention to first principles; explanations of rules too frequently neglected; necessity of proper classification for arithmetic; the groundwork of an arithmetical education its most important part; necessity of attention to elementary classes; different methods of teaching numeration, and the simple rules; immense practical importance of simplicity in explanation, and clearness of definition; mental arithmetic should be taught for its utility, not for show; the kind of questions likely to be practically useful; examples.

9. *On Teaching Geography.*—The nature of maps to be first explained and illustrated by a ground plan of the school; great outlines of the country or continent delineated on the black-board useful; importance of giving facts with names, and thus calling in the association of ideas to the aid of the memory; manners and conditions of the inhabitants of different countries too often neglected; the outlines of general history may be advantageously combined with geography; a box of sand of great use in teaching geography in infant schools.

10. *On Teaching Grammar.*—Interesting lessons may be given by a judicious teacher on the distinctions between the parts of speech; examples of such; general rules on the illustration of each particular part; in elementary lessons on grammar the slates should be constantly in the children's hands; necessity of a very gradual progress in the lessons on this subject; absurdity of supposing that it can be properly taught in a very short time; utility of grammatical analysis; composition to be taught with grammar; varieties in methods of parsing adopted by different authors; Latham's Grammar a very philosophical work; should be studied by teachers; Bromley's abridgement of it useful as a manual.

11. *On Teaching Writing.*—Writing on slates may be taught from the very commencement of a child's school life; useful exercise to make them attempt the forms of letters as infants; strokes and such like thus rendered useless; habits of order, neatness, cleanliness, and obedience may be cultivated in teaching writing; in advanced classes all should commence to write each individual line at the same time; a second line should not be commenced till the first has been inspected; reason of this rule; writing from dictation the best method of teaching spelling; composition, as combined with grammar lessons, also teaches writing and spelling.

(Signed)

WM. KNIGHTON, Ph. D.

APPENDIX E.

Whitelands Time Table,

Daily Routine.			First Class.			
6		Rise, dress, &c., and arrange rooms.	MONDAY - -	From 10½	To 12	Grammar and composition.
7				12	1	Arithmetic.
				2	3	Singing.
8		3		4	Lecture on English literature.	
	Scripture lesson and morning prayer.	4		5	Reproduction of lecture.	
		6		7	Arithmetical exercise.	
		7½		8½	Preparing geography.	
9		Breakfast.				
	Out walking on Mondays, Tuesdays, and Wednesdays. Return by 10 on Thursdays.					
10				10½	12	Geography.
				12	1	Reading.
		2		4¼	Needlework.	
11		4¼	5¼	Lecture on physical geography.		
	Lessons.	6¼	7	Practising singing.		
		7½	8½	Drawing maps.		
12						
1		Dinner and recreation.	WEDNESDAY -	10½	11½	Scripture.
				11½	1	English history.
2				1¼	3	Singing.
	Singing lessons, needlework, and lectures.	3		4¼	Present at lessons in the schools.	
3				4¼	5	Criticisms of lessons.
				6	7	Musical exercise.
4		7½		8½	Domestic economy or history.	
	Tea and recreation.					
5				10	11	Biography.
				11	1	Arithmetic.
6		2		3	Singing.	
	Practising singing or writing exercises.	3		4	Etymology.	
			4	5	Model drawing.	
			6	7	Practising psalmody.	
7		7½	8½	Biographical exercise.		
	Evening prayers.					
			9	10	Paraphrase.	
			10	12	Five lessons in the schools in the presence of the whole institution.	
8		Writing exercises or preparing lessons.	FRIDAY - -	12	1	Criticism of lessons.
				2	3¼	Needlework.
				3¼	4¼	Writing in copy books.
9		4¼		5	Lecture on English history.	
	Supper.					
				6	7	Needlework.
				6½	8½	Lecture on domestic economy.
10		Retire to rest.				

SATURDAY - from 7 to 8, Scripture exercise.

APPENDIX E.

October 1851.

Teaching Class.			Third Class.			Fourth Class.		
From	To		From	To		From	To	
9	12	In practising schools.	10½	11½	Geography.	10½	11½	Scripture.
12	1	Arithmetic.	11½	12	Grammar.	11½	12	Grammar.
2	3	Singing.	12	1	Arithmetic.	12	1	Arithmetic.
3	4	Lecture on English literature.	2	3	Needlework.	2	4	Needlework.
4	5	Reproduction of lecture.	3	4	Lecture on English literature.	4	5	Grammatical exercises.
6	7	Arithmetical exercise.	4	5	Reproduction of lecture.	6	7	Practising singing.
7½	8½	Preparing lessons.	6	7	Practising singing.	7½	8½	Arithmetic.
			7½	8½	Arithmetic.			
9	12	In practising schools, &c.	10½	11½	Scripture.	10½	11½	English history.
12	1	Reading.	11½	12	Learn poetry.	11½	1	Geography.
2	4½	In practising schools.	12	1	Repeat poetry and write dictation (student).	2	3½	Needlework.
4½	5½	Lecture on physical geography.	2	3½	Needlework.	3½	4½	Singing.
6½	7	Practising singing.	3½	4½	Singing.	4½	5½	Lecture on physical geography.
7½	8½	Drawing maps.	4½	5½	Lecture on physical geography.	6½	7	Practising singing.
			6½	7	Preparing English history.	7½	8½	Preparing grammar.
			7½	8½	Drawing maps.			
9	12	In practising schools.	10½	11½	English history.	10½	12	Grammar.
12	1	Writing an exercise.	11½	1	Composition.	12	1	Reproduction.
1½	3	Singing.	2	4½	Needlework.	2	4	Needlework.
3	4½	Present at lessons in the schools.	4½	5	Criticism of lessons.	4	5	Writing from dictation.
4½	5	Criticism of lessons.	6	7	Learn grammar or geography.	6	7	Learn poetry.
6	7	Medical exercise.	7½	8½	Domestic economy or English history.	7½	8½	Preparing geography.
7½	8½	Preparing lessons.						
9	11	In practising schools.	10	11	English history.	10	11	Scripture.
11	1	Arithmetic.	11	1	Arithmetic.	11	1	Arithmetic.
2	3	Singing.	2	4	Needlework.	2	4	Needlework.
3	4	In practising schools.	4	5	Model drawing.	4	5	Model drawing.
4	5	Model drawing.	6	7	Practising psalmody.	6	7	Practising psalmody.
6	7	Practising psalmody.	7½	8½	Transposition.	7½	8	Historical exercise.
7½	8½	Preparing lessons.						
9	10	Scripture.	9	10	Reading.	10	11	Needlework.
10	12	In the schools.	10	12	In the schools.	11	12	English history.
12	1	Criticism of lessons.	12	1	Criticism of lessons.	12	1	Grammar and etymology.
2	3½	In practising schools.	2	3½	Needlework.	2	3½	Needlework.
3½	4½	Writing in copy books.	3½	4½	Singing.	4½	5	Writing in copy books.
4½	5	Lecture on English history.	4½	5	Lecture on English history.	6	7	Needlework.
6	7	Needlework.	6	7	Needlework.	7½	8½	Lecture on domestic economy.
7½	8½	Lecture on domestic economy.	7½	8½	Lecture on domestic economy.			

APPENDIX F.

LIST OF BOOKS USED IN THE WHITELANDS TRAINING SCHOOL.

No. of Copies.	Scripture.	No. of Vols.
1	D'Oyley and Mant's Family Bible	2
1	Patrick, Lowth, and Whitby's Commentary and Paraphrase on the Old and New Testament	4
1	The four Gospels, with annotations by Bishop of Lichfield and Archdeacon Hale	1
1	Townsend on the Old Testament	2
1	Dalton on the New Testament	2
1	Sumner on the four Gospels	3
1	Townsend on the New Testament	2
1	Newton on the Prophecies	1
1	Commentary on the Psalms, by Horne	2
1	Expository Lectures on the Gospels, by Bishop of Norwich, of St. Matthew and St. Mark, by Sumner, Bishop of Chester	1
1	Trower on the Gospels for Sundays and Saints days	1
3	Rev. F. C. Cook on the Acts of the Apostles	1
1	Trower on the Epistles for Sundays and Saints days	1
1	Stanhope's Paraphrase on the Epistles	3
1	Leighton on the First Epistle of St. Peter	2
1	Tomlin on the Bible	1
2	Blunt's Coincidences of the Old and New Testament	1
1	Wheatly on the Common Prayer	1
2	Pearson on the Creed	1
1	Kitto's Cyclopædia of Biblical Literature	2
1	Horne's Introduction to the Study of the Scriptures	5
1	Commonplace Book to the Holy Bible	1
1	Percy's Key to the Old and New Testament	1
1	Dr. Beren's History of the Prayer Book (S. P. C. K.)	1
1	Liturgy compared with the Bible (S. P. C. K.)	1
1	Rationale of the Book of Common Prayer	1
1	Book of Homilies (S. P. C. K.)	1
1	Paxton's Illustrations of Scripture	3
1	James's Christian Watchfulness (S. P. C. K.)	1
1	Nelson's Fasts and Festivals (S. P. C. K.)	1
1	Thornton's Family Prayer	1
1	Slade's Family Prayers	1
1	Bishop of London's Family Prayers	1
1	Pridden's Early Christian (S. P. C. K.)	1
1	James on the Collects (S. P. C. K.)	1
1	A Friendly Visit to a House of Mourning (S. P. C. K.)	1
1	German Psalmody	1
1	Manners and Customs of Holy Scripture (S. P. C. K.)	1
1	Leslie's Proofs of the Christian Religion	1
<i>History.</i>		
1	Old England	2
1	Pictorial History of England	8
1	Bishop Burnet's History of his own Time	1
1	of the Reformation	2
1	Robertson's Works	1
1	Clarendon's Rebellion	1
1	Haydn's Dictionary of Dates	1
2	Modern History	1
1	Rollin's Ancient History	2

No. of Copies.	History—continued.	No. of Vols.
1	Student's Manual of Ancient History	1
3	Monuments of Ancient Egypt	1
1	History of Greece	1
1	Grecian History	1
1	History of America	2
1	Roman Empire	1
1	History of France	1
1	Student's Manual (Modern History)	1
5	Historical Accompaniment to the Scriptures	1
1	Tales of a Grandfather	9
6	History of the Middle Ages	1
6	The Five Empires	1
1	Slater's Chronology	1
4	Wilson's History	1
1	History of Scotland	1
2	French Revolution	1
2	History of England	1
1	History of Great Britain and Ireland	1
1	History of Charles V.	3
1	Macaulay's History of England	2
1	Sir W. Scott's History of Scotland	2
1	Soame's Anglo-Saxon Church	1

Natural History and Science.

1	Introduction to Entymology, by Kirby and Spence	4
1	Bingley's Useful Knowledge (odd volumes)	2
1	----- Animal Biography (odd volume)	1
6	Lee's Natural History	1
1	White's Natural History of Selborne	1
1	Lessons on Shells	1
1	Insect Architecture	1
1	Bingley's Bible Quadrupeds	1
1	Book of Reptiles	1
1	Insects and their Habitations	1
1	John's Hora Sacra	1
1	Book of Trees	1
1	Marcet's Vegetable Physiology	1
5	Chambers's Rudiments of Vegetable Physiology	1
3	Natural Philosophy	1
1	Marcet's Natural Philosophy	1
3	Readings in Science	1
1	Tomlinson's Recreations in Astronomy	1
1	Ellis's Chemistry of Creation	1
2	Jesse's Gleanings	1
1	The Rain Cloud	1
5	Forest Trees of Britain	1
5	House I live in	1
2	Zoology for Schools	1

Biography.

1	Rose's Biographical Dictionary	12
1	Gordon's Biographical Dictionary	2
1	Cunningham's Lives of Eminent Englishmen	8
1	Memoir of John Evelyn	1
1	Memoirs of Hannah More	4
1	Southey's Life of Dr. Bell	3

No. of Copies.	<i>Biography—continued.</i>	No. of Vols.
1	Hone's Lives - - - - -	4
1	Walton's Lives - - - - -	1
1	Life of Nelson - - - - -	1
1	Life of the Duke of Wellington - - - - -	1
1	Life of the Duke of Marlborough - - - - -	1
1	Life of Bishop Wilson and Mark Hildesley - - - - -	1
1	Wilmot's Life of Jeremy Taylor - - - - -	1
1	Strickland's Lives of Queens of England - - - - -	12
<i>Domestic Economy.</i>		
10	Instructions in Household Matters - - - - -	1
1	Lessons on Industrial Training - - - - -	1
1	Cobbett's Cottage Economy - - - - -	1
1	Family Economist - - - - -	1
1	Useful Arts and Manufactures of Great Britain - - - - -	1
1	Household Surgery - - - - -	1
3	Useful Arts, Clothing - - - - -	1
4	----- Dwelling-houses - - - - -	1
3	----- Food - - - - -	1
1	The Sampler - - - - -	1
4	Finchley Manual Cooking - - - - -	1
1	The Baker - - - - -	1
1	The Dressmaker - - - - -	1
1	The Cowherd - - - - -	1
1	Easy Lessons on Money Matters - - - - -	1
1	Copley Cottage Comforts - - - - -	1
<i>Arithmetic.</i>		
1	Crank's Arithmetic - - - - -	1
2	Pestalozzian Exercises in Arithmetic - - - - -	1
2	Hind's Arithmetic - - - - -	1
2	Hunter's Manual of Arithmetic - - - - -	1
1	Colenso's Arithmetic - - - - -	1
1	De Morgan's Arithmetic - - - - -	1
2	Key to Elements of Book-keeping - - - - -	1
<i>Atlases.</i>		
1	Johnstone's (smaller) Physical Atlas - - - - -	1
1	Betts' School and Family Atlas - - - - -	1
2	Schoolmaster's Atlas - - - - -	1
2	Bible Atlas - - - - -	1
7	Murphy's Bible Atlas - - - - -	1
1	Print of Places mentioned in Holy Scripture - - - - -	1
<i>Raised Maps.</i>		
1	Europe. - - - - -	
1	Palestine. - - - - -	
1	Arabia Petrea and Idumea. - - - - -	
<i>Wall Maps.</i>		
3	The World. - - - - -	
1	Europe. - - - - -	

No. of Copies.	<i>Wall Maps—continued.</i>	No. of Vols.
1	Asia.	
1	Africa.	
1	America.	
1	England.	
1	Ireland.	
1	Scotland.	
3	British Islands.	
3	Asia Minor; illustrating the Travels of St. Paul.	
2	Holy Land (four in one).	
1	School-room Chart of our Lord's Life and Ministry.	
1	Pacific Ocean.—Australasia and Polynesia.	
1	Holy Land; with Egypt and Wilderness of Mount Sinai.	
1	Ancient World.	
1	Punjaub.	
<i>Small Maps.</i>		
7	Palestine.	
8	Europe.	
2	Asia.	
4	Africa.	
1	World.	
3	Geographical Illustration of British History.	
1	America.	
3	England.	
4	Ireland.	
5	Scotland.	
1	Grecian Archipelago.	
<i>Geography.</i>		
1	Trail's Physical Geography	1
1	Guyot's Earth and Man	1
1	Johnstone's Gazetteer	1
1	Encyclopædia of Geography	2
1	Gosse's Ocean.	1
1	Somerville's Physical Geography	2
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1	Bloxam's Church Architecture	-	-	-	1
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2	Burton's Christian Church	-	-	-	1
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2	Church History (Palmer's Abridgment)	-	-	-	1
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1	Anson's Voyages	-	-	-	1
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Report on the Kneller Hall Training School, by Her Majesty's Inspector of Schools, the Rev. HENRY MOSELEY, M.A., F.R.S., Corresponding Member of the Institute of France, &c.

MY LORDS,

February 1852.

THE same Minutes of 1846 which provided for the examination of teachers, for the augmentation of the salaries of such of them as obtained certificates of competency, and for grants to training schools consequent on the training of such teachers, and which created the body of pupil-teachers and of Queen's scholars,—measures which had a general application to the elementary education of the country, provided also—with a special reference to the education of pauper and criminal children—that a school should be established and maintained for the training of teachers of workhouse and penal schools; and, with this view, for the erection of a building which should provide accommodation for a principal, vice principal, two masters, and one hundred candidate teachers.

It is to give effect to this resolution that the estate of Kneller Hall has been purchased, and the mansion house adapted to the uses of a training school, and that the following officers have been appointed to it:—

Rev. Frederick Temple, Principal, Master of Arts, lately Fellow and Tutor of Balliol College, Oxford.

Francis Turner Palgrave, Esq., Vice-Principal, Bachelor of Arts, and Fellow of Exeter College, Oxford.

Mr. Thomas Tate, Mathematical and Physical Lecturer.

Mr. James Tilleard, Lecturer on Geography, Grammar, Music, and French.

the Fee.

The annual fee originally fixed to be paid by each student was 30*l.*, but by your Lordships Minute of 20th March 1851 it has been reduced to 25*l.* In order to assist deserving students, you have established, at the public expense, 21 exhibitions; 5 of 30*l.*, 6 of 25*l.*, 10 of 20*l.*; each lasting for 1 year. These exhibitions are open to all persons who are not already students of the school. In addition to these exhibitions, the college is placed on the same footing as others, in respect to the appointment of Queen's scholars. Further to encourage qualified persons to enter on this new field of labour, it is provided that the gratuities which are paid by your Lordships to training schools, in consideration of all such students as obtain certificates, shall by this training school be paid over to the students themselves. By this arrangement a meritorious student may, with fair exertion, obtain two years training wholly at the public expense.

Your Lordships have, moreover, widened the sphere of the operation of the school. In addition to its primary object, of providing masters for workhouse and penal schools, you have permitted that other government schools should be supplied with teachers from it.

The following are the teachers sent out during the last year.

Name.	Situation.	Salary.
Walter Baughan	West Australian Convict School	£120 and quarters.
Alfred Bleksley	Bleam Parochial School	Not yet fixed.
John Chalklen	Blything Union School	Ditto.
Henry Hartland	Assistant Master, R.N. Schools, Greenwich Hospital.	£120, to increase to £160.
Charles Butler Hurst	Hull Union School	Not fixed.
Henry O'Donnell	Williton Union School	Ditto.
William Oaten	Chippenharn Union School	Ditto.

"As the Acts of Parliament (7 & 8 Vict., c. 101, and 11 & 12 Vict., c. 82) for the encouragement of district schools have, from the inadequacy of their provisions, proved nearly inoperative, and as the declared intentions of the Legislature have thus for the present remained without effect, it is not to be assumed that the actual position of the workhouse schoolmaster represents that which it may ultimately become."*

The position of the workhouse schoolmaster a difficult and discouraging one.

At present it is a position of difficulty and discouragement. It is, moreover, an office which is surrounded with prejudices. Candidates to whom the career of the parochial schoolmaster is open would not be likely, without some stronger inducement than has heretofore been offered, to seek that of the master of a workhouse school, or of the school of a prison.

There is no other existing training school which proposes to itself, even as a collateral object, the training of pauper and penal schoolmasters; and even if there were, from what I know of them, I am convinced that few of the students, but those for whom situations could not be found elsewhere, would take these.

Nothing, however, can be more evident than that the masters of such schools require a training which,—referred to that of any other at present existing among us,—must be special, and distinctive—in other respects, and in this, that manual labour must take a larger share in it. No one could be more unfitted for the office of an industrial schoolmaster than a mere student. It could not but be to him a thing without earnestness and reality,—wearisome and repugnant.

The experience of your inspectors makes them familiar with a certain graduation in the qualities of schools and teachers

Inferior teachers generally considered

* Circular addressed to Her Majesty's Inspectors of Schools, by the Committee of Council on Education, the 17th of October 1851.

good enough
for very
ignorant and
demoralized
children.

in a descending scale with the social depression and moral debasement of the people for whose benefit they are provided ; so that an ignorant, unthrifty, demoralized population, and an illiterate, purposeless, and inefficient schoolmaster often go together ; a squalid, unthrifty, and untidy-looking neighbourhood, and a bad school.

It would seem as though ignorant teachers were thought good enough for ignorant children,—teachers who are very poor for children who are very poor,—bad teachers for bad children, and the like. Whether it is that people see a moral fitness and propriety in these things, or that they look upon them as necessary to the condition of the poor, or whether they are results inseparable from the eleemosynary and voluntary principle on which elementary education is conducted in this country, I know not.

Your Lordships having established Kneller Hall, I am entitled to assume that you do not at any rate recognize this principle as it regards the pauper children who in our workhouses are placed under the guardianship of the state.

Having, in the bringing up of these children so as to be useful members of society, a difficult and a responsible task to perform, the Government is desirous to bring such means to bear on that end as may have some probable chance of success.

No other
school
undertakes
the task of
training
workhouse
and penal
schoolmas-
ters.

In the work of creating a body of teachers adapted for pauper and penal schools your Lordships enter into no competition. There is no existing voluntary or local effort in that cause, of which the public funds can come in aid. The ground is altogether unoccupied by private benevolence.

If such teachers are to be provided at all, there is no alternative but to maintain a training school, specially for that end ; and besides a suitable course of instruction, to offer greater facilities for the admission of students than in other training schools, and a better remuneration in the career on which they are eventually to enter than is offered to the parochial teacher.

The course of
instruction.

The Rev. the Principal of Kneller Hall has addressed to your Lordships, under the date of the 12th of March 1851, so full a report on the daily routine of the institution, and the subjects and methods of instruction, that it is unnecessary for me to do more than refer to it. This document is printed at the commencement of the present volume.

Exami-
nation of
Christmas
1850.

It was to be expected that the labors of those able men and experienced teachers to whom the instruction of the students is here entrusted would be attended with no common result. That this expectation has been realized will be seen from the following tabulated returns of their examination at Christmas 1850. This examination was held at the same time as those

of the other training schools, and the questions proposed to the students were the same.

The following Table is collected in the same manner as that for the other training schools. (Report on Training Schools for Masters, p. 271.)

Subjects of Examination.	Number of Students whose Exercises were classed.											
	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.	Number.	Number per Cent.
Religious knowledge	1	20·00	3	60·00	1	20·00	-	-	-	-	-	-
Church history	-	-	1	20·00	2	40·00	1	20·00	-	-	1	20·00
Arithmetic	-	-	1	20·00	2	40·00	1	20·00	1	-	-	-
English grammar and paraphrase	-	-	-	-	1	20·00	3	60·00	-	20·00	1	20·00
English history	1	20·00	2	40·00	1	20·00	-	-	1	-	-	-
Geography and popular astronomy	-	-	3	60·00	1	20·00	-	-	-	20·00	1	20·00
Geometry	-	-	1	20·00	3	60·00	-	-	-	-	1	20·00
Elements of mechanics	-	-	2	40·00	1	20·00	1	20·00	-	-	1	20·00
Mensuration	-	-	-	-	1	20·00	-	-	2	40·00	2	40·00
Algebra	-	-	-	-	4	80·00	-	-	-	-	1	20·00
School management	-	-	-	-	-	-	1	20·00	3	60·00	1	20·00
Vocal music	-	-	1	20·00	1	20·00	-	-	1	20·00	2	40·00
Physical science	-	-	-	-	-	-	3	60·00	-	-	2	40·00
Higher mathematics	-	-	1	20·00	2	40·00	1	20·00	1	20·00	-	-

Average period in college 10½ months.

In pursuance of your Lordships' instructions, my colleague, Mr. E. Carleton Tufnell, Her Majesty's Inspector of workhouse schools for the metropolitan district, and I, visited and inspected Kneller Hall on the 10th of November 1851 and the two following days. Inspection,
Nov. 10,
1851.

We found the building in all respects complete, and the favourable opinion we had formed at our previous inspection of its adaptation for the uses of a training school was fully confirmed by the information we received, grounded on the experience of the last year. The building.

The ground about the college is not yet levelled; a large quantity of earth remains to be carted away, and the approaches to be completed. Unfinished
state of the
approaches.

This will all in time be accomplished by the labour of the students. Meanwhile, however, that amount of field-work cannot be done, while the students are occupied in levelling the site and removing the builder's rubbish, which would otherwise be practicable; nor can the operations of the farm and the garden be carried on on that scale which is desirable.

Two register books were shown to us by the principal, in one of which he records the circumstances under which the students are admitted, and in the other their progress as shown in the Register
books.

periodical examinations. These appeared to us well adapted to their use.

Notes of the
students
lectures.

After a year's experience in the use of books rather than oral teaching, preference has been given to the latter method of instruction, as that best adapted to institutions of this class. Of all their lectures the students are, however, required to write copious notes, for which they are provided with books; and times are set apart for the writing of these notes.

Their note books were placed in our hands. They bear testimony to the attention the students give to the instruction of their lecturers, and to the care and pains with which they record it. These books cannot but be very useful to them hereafter for reference when they enter on their work as teachers.

English
composition.

As exercises in English composition, themes are also given to them periodically, and their essays on these themes are written out in manuscript books. No part of our inspection gave us a more favourable impression of the progress their education is making than the perusal of these books. As compositions they seemed generally to be correct; and some of them afforded examples, not only of a certain facility in expressing their thoughts in plain vernacular English, but of a good deal of independent power of thinking.

The oral
examina-
tion.

We examined them orally (as was done in the other training schools) in Scripture history, in English grammar, English history, geography, and arithmetic.

I shall report more fully on the oral examination of this and the other training schools next year.

Scripture
history.

It is but justice, however, to say, that in no other training school was the examination in Scripture history in all respects more satisfactory.

It was a minute and textual examination; and, considering how large a surface of knowledge such an examination cannot but cover, I feel myself entitled to speak of it as affording conclusive evidence of the care and attention which have been bestowed on this fundamental part of the instruction of a training school.

Arithmetic.

They have been taught arithmetic on those first principles of which Mr. Tate's little work gives so simple an exposition; and they apply them to complicated arithmetical questions with great readiness and accuracy. The advantage of this method is, that each operation of numbers in the solution of arithmetical questions becomes a demonstration; and that arithmetic is made by it—for educational purposes—the logic of the people.

We were not well satisfied with their knowledge of English grammar, or with their skill in parsing*; nor was their reading remarkable for an intelligent manner, just expression, or feeling.

English
grammar.

A school was opened at Lady Day for the children of the village, in the great lecture-room of the institution, being that portion of it which could best be set apart for this purpose. This school is taught by the senior students. Every week they meet, and arrange among themselves the lessons which are to be given, the students by whom they are to be given, and the methods of instruction to be pursued during the following week. These are then reduced to writing, and submitted to the principal, with whose approbation they are adopted.

The village
school.

Once a week or oftener each lecturer or master—of those borne on the establishment—has a class of the village school assembled in his lecture-room, and a lesson is given to the class, in some of the subjects which it is his business to teach, by one of his students, or sometimes he gives the lessons himself. When the class is dismissed, he makes such remarks in private to the student as the lesson has suggested to him.

Instruction
in the art of
teaching.

The principal delivers to the students lectures on the duties of a schoolmaster, with a special reference to pauper education. The notes of some of these lectures he has, by my request, obligingly placed in my hands. It is by them that my attention has been directed to those passages in the reports of the Assistant Poor Law Commissioners and the Inspectors of workhouse schools which I have extracted in what remains of this report. I have, moreover, been guided by them in most of the conclusions that I have drawn from those passages.

The lecture
of the prin-
cipal.

I cannot but bear testimony to my sense of the great judgment and ability which Mr. Temple brings to the discussion of questions of this class, and to the great value, to the students, of the accurate knowledge they will acquire from these lectures, of the work that is before them.

The system of education under the old poor law was that of parish apprenticeship. Pauper children were bound apprentices to such persons as were supposed capable of instructing them in some useful calling. In some cases this was by compulsion, the apprentices being assigned to different ratepayers†, who rendered themselves liable to fines if they refused to receive them, which fines sometimes went to the

Education
under the
old poor law
apprentice-
ship.

* The principal wished me to state that he considered this was not due to defective teaching on the part of the lecturer, but to defective arrangements on his own part, and that he believed another year would show much improvement.

† Mr. H. Stuart's report (1833) on the Blything incorporation, Suffolk House of Industry, treatment of children.

rates, and in other cases were paid as premiums to persons who afterwards took these apprentices. Another method of apprenticeship was by premiums paid from the rates to masters who, in consideration of such premiums, were contented to take pauper children as apprentices.

Evils of the
apprentice-
ship system,
as it regards
the inde-
pendent
labourer;

The evils of this system were manifold :—

1st. As it regarded the independent labourer, whom, by its competition, it prevented “from getting his children out, except by making them parish paupers, he having no means of offering the advantages given by the parish*,” and in whom it discouraged that which in a parent is the strongest motive to self-denial, forethought, and industry,—a desire to provide for his children.

as it regards
the masters;

2dly. As it regards those to whom the children were apprenticed,—who, when they took them on compulsion, took them at an inconvenience and a disadvantage†—to whom these parish apprentices “were much worse servants and less under control than others‡,”—who often found them “hostile both in conduct and disposition, ready listeners, retailers of falsehood and scandal of the family affairs, ready agents of mischief of the parents and other persons ill disposed to their employers§,”—who “not unfrequently excited the children to disobedience, in order to get their indentures cancelled ||,”—they were the unwilling servants of unwilling masters; they could not be trusted, and yet could not be dismissed. The demoralization of the apprentices made them undesirable inmates. They disseminated in the parish the morals of the workhouse.

as it regards
the appren-
tices.

3dly. As it regards the children themselves :—

1. They were often apprenticed to “needy persons, to whom the premium offered was an irresistible temptation to apply for them ¶,” and “after a certain interval had been allowed to elapse, means were not unfrequently taken to disgust them with their occupation, and to render their situations so irksome as to make them abscond.”

2. They were looked upon by such persons as “defenceless, and deserted by their natural protectors ¶,” and were often

* Poor Law Reports of 1833. Mr. Courthope's replies to queries, Ticehurst, Sussex, query 6.

† “It often happened that a single person had several apprentices fixed upon him for whom he had no use, and for whom in his house he had no room.” Poor Law Reports of 1836. Parish apprenticeship, Mr. Gilbert.

‡ Reports of 1833, Mr. Courthope's replies, Ticehurst.

§ 1836, Mr. Gilbert's report on Devon :—Apprenticeship system.

|| 1836, Parish Apprenticeship :—Letter from Mr. Neale, *ex-officio* guardian of the Okehampton union.

¶ 1836, Sir J. P. Kay Shuttleworth's report on Suffolk and Norfolk :—Incorporated hundreds.

cruelly ill-treated. So that to be treated "worse than a parish apprentice" has passed into a proverb.*

3. Not only was their moral culture neglected, but their moral well-being was often totally disregarded. The facts related under this head are fearful.† There was a mutual contamination. The system appears, says Mr. Austin, to have led directly to cruelty, immorality, and suffering, although, in some cases, exceptions to the rule, apprenticeship was not unproductive of certain beneficial results to both master and apprentice.

4. Their instruction in any useful calling was for the most part neglected, because their masters were often unfit to teach them, and because they were obstinately unwilling to learn. The position which the parish apprentice occupied in the house was therefore commonly that of the household drudge.

It is scarcely to be wondered at that among a race thus born in pauperism, and educated to it, pauperism became hereditary. Pauperism became hereditary.

"When a family is once on the parish," says Mr. Chadwick (report of 1833, London and Berkshire), "it is very difficult to get them off. We have seen three generations of paupers (the father, the son, and the grandson), with their respective families at their heels, trooping to the overseer every Saturday for their weekly allowances."

"Pauper parents," says Mr. Carleton Tufnell (report on the education of pauper children, 1839), "reared pauper children, and their habit of dependence on the poor's rate seemed to descend as part of their natures from generation to generation. To stop this hereditary taint would be to annihilate the greater part of the pauperism of the country."

"In many unions," says Mr. Jelinger Symons (report for 1848, on parochial union schools, Wales and the Western district), "the same family names of paupers continue for a century in the rate-books. Pauperism is an hereditary disease. There is a pauper class, and hence the importance of eradicating the seeds of it in pauper children."

"To say that the old poor law, with its parish apprenticeship by way of education, had failed, is to speak too leniently of it." (I quote this passage from Mr. Temple's

* 1843, Mr. A. Austin's report on the counties of Wilts, Devon, and Somerset. "Were not proverbs held to be founded in truth," says Mr. Austin, "I could support the verity of this in a variety of instances of a general as well as a particular character."

† "To avoid the engagement," says Mr. Austin, in his report on Wilts, Devon, and Somerset for 1833, "the apprentices will commit almost any legal or moral offence, whilst the master, for the same object, will either wink at or benefit by its commission."

notes.) "It was rapidly demoralizing the whole lower order. "The mass of evil was such as to unite all real statesmen of "all parties in one effort to abolish it."

Pauper
education
under the
new Poor
Law Board.

When the Poor Law Board abolished the system of education by apprenticeship, they took upon themselves the responsibility of providing some better form of education. Every workhouse was accordingly required to provide a schoolmaster who should educate the children. For which purpose they were to be completely separated from the adults, and instructed for at least three hours every day.

Lest the guardians should be tempted to employ inefficient schoolmasters, that they might not have to pay them high salaries, it was afterwards provided that the salaries of workhouse schoolmasters should be paid out of a grant voted specially for that purpose by Parliament; and, later still, these salaries were ordered to be determined by your Lordships, upon examination by Her Majesty's Inspectors.

"This system had (says Mr. Temple) the inestimable advantage over the other, of making some one responsible for the "education of the children. The pauper child had now some "one to care for him, which before he had not. His education was now an object of real interest to some one."

It had, however, conspicuous defects.

Under the old system the children were liable to evil associations and bad examples out of the walls of the workhouse; now they received the evil impression of the workhouse itself, and became liable to contamination within its walls, by unavoidable contact with adult paupers. Abundant evidence is to be found of these facts, and of their consequences, in the reports of your inspectors.

The work-
house
becomes a
home to the
pauperchild,
and he re-
turns to it
without
reluctance.

"Great mischief," says Mr. Stuart, in his report on the Blything incorporation, 1833, "is done by familiarizing the "minds of the children to the restraints of the workhouse, "which destroys all reluctance to being sent back to it in "after-life."

"A boy educated in, perhaps, the best school in my district," says Mr. Bowyer, "being ill-used by his master, ran away, "and brought a complaint against him before a magistrate. "After hearing his story, the magistrate, knowing him to be "a friendless orphan, asked him where he intended to go? " 'Home, sir,' said the boy. 'But, my lad, you have no "home,' said the magistrate. 'Oh, sir,' was the reply, 'I mean "the workhouse.'"

"I have known them," says Mr. Chadwick, "when sent out "on liking to respectable people, to have come back to the "workhouse, being dissatisfied with the treatment those

"respectable persons gave them, as compared with the work-house treatment."

"There are two obstacles to the establishment of satisfactory schools in workhouses," says Mr. Hall (in his report on Berks and Oxon, 1838), "that operate everywhere under the present system. One is the mixture which seems unavoidable between the children and the adult paupers. This is especially detrimental among the females. The girls are set to work in the kitchens, the sleeping wards, and the wash-houses, with young women of depraved character." Nor does much improvement seem to have taken place since this report was written, for Mr. Browne reports, in 1849, that "in more than 70 workhouses in his district the children are not separated from the adult paupers;" and that, "even in the *better description* (*i.e.*, where such separation is supposed to exist,) of workhouses, opportunities of contact continually arise. The children and the adult inmates not only meet at meals and dinner service, but the elder girls are often kept from school to nurse infants, or they wash, or cleanse the house, or assist in the kitchen in company with the women."

Evil associations cannot be avoided in workhouses

When it is borne in mind that the inmates of workhouses almost invariably include prostitutes, "who seem to frequent them as lying-in hospitals," the evil of this association may be judged of. "Out of 13 children whom I found in one workhouse," says Mr. Bowyer (1848), "being nursed by the girls, 9 were the bastard children of mothers of this class."

It is impossible not to feel that Mr. Tufnell speaks in measured terms of a system like this, when in 1849 he says of it, "The experience of this year has still further convinced me of the hopelessness of expecting any general or permanent benefit to arise from the training of pauper children, as long as they remain within the precincts of the union work-house."

Another defect inseparable from the education of the work-house school is the false position of the teacher in a work-house. "The children form, on the average, a clear moiety of the number of inmates; the spirit of the internal regulations is, however, mainly directed to the government of the adults; nor can it well be otherwise so long as the two are united under the same roof." (Mr. Ruddock's report on the southern district, 1847-48.) This fact at once constitutes an anomalous position for the schoolmaster. He must be in subordination to the governor of the workhouse, and yet their duties are essentially different. Nor can their characters be alike; the one chosen to control an adult community inured

The false position of a schoolmaster in workhouses

to indolence and vice ; the other, to form the minds of children, to bestow upon them the care and the love of a parent, and to bring them up to industry and to the fear of God. The views of two such officers and their functions cannot but be continually clashing, and we need not be surprised that it is " often found impossible to maintain a good understanding " between them," (Mr. Tufnell in 1847-48.) " The children, too, (says Mr. Temple), " are in a false position. The arrangements " are all made with a view to the adults. But the children " are totally unlike the adults in their faults, their needs, their " chance of being reclaimed." " Whilst (in a workhouse) the " industrial and moral training is entirely sacrificed, the intel- " lectual is cramped and thwarted."

But the most striking point of view in which the present arrangement appears defective is, *the impossibility of uniting with it the suitable industrial training of the children.* The labourer's cottage, however bad a school in other respects, has this advantage, that it is a good place for the industrial training of his children ; he knows the importance to them of being brought up to labour. I have myself known parents—capable of making sacrifices that their children may go to school, and willing to do so if they thought it for their welfare,—yet object to do so after the children were of an age to work, lest, as they said, " they should not take kindly " to labour."

The example of industry which a labourer's cottage affords,—his watchful eye lest habits of idleness should grow upon his children,—and the exigencies of the household, which claim that all its members should contribute to the common fund which feeds and clothes all, make of it a school of industry ; and, perhaps, the best school in which industry can be learned.

The old poor-law system of education by apprenticeship, with all its vices, had, moreover, its system of industrial training ; a bad system, no doubt, tending to make labour repugnant to the children, but still calculated to accustom and to inure them to it. The very pastimes of another child, and that part of its life which is passed in the fields or in the streets, is industrial training, compared with the gloomy existence of a workhouse child.

This exclusion of industrial training is contrary to the spirit and intention of the Poor Law Board, as is apparent from their orders and regulations ; but it is a necessary result of the existing state of things. " Industrial training," (says Mr. Jelinger Symons,) " according to the spirit of the Poor " Law orders," * * * " can never be attained whilst the chil-

uitable
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The exclu-
sion of indus-
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Board.

“dren remain in the workhouses, without such inconvenience and expense as make it hopeless.” This remark applies specially to the boys. “The several employments of the “boys reared in workhouses” (says Sir J. P. Kay Shuttleworth, report of 1841,) “must, it is believed, in the great majority of instances, be of a description that does not admit “of previous training or tuition within the workhouse.”

In the great majority of workhouses the children are stated to have no industrial training at all. Where they have, it is commonly of a sedentary kind. “They are sometimes taught a little shoemaking or tailoring; the best “of their occupations are carpentering or book-binding; “but in many cases they make hooks and eyes, or sort “bristles, and pick oakum. “A boy thus brought up” (says Mr. Bowyer) “is unfitted for an agricultural labourer; he can “neither dig, hoe, nor plough; is puzzled with harness, and “afraid of a horse. Any hard or continuous labour exhausts “his body and wearies his mind. He has formed a completely false conception of the life that awaited him.”

“One lad” (says the chaplain of a union in Wales, writing to Mr. Ruddock), “strong and active to all appearance, was “engaged as a farm labourer, but being unable to handle any “tool, except in the most clumsy manner, was jeered at by “the men, consequently he became discouraged, and feeling “alone and friendless, he returned to the workhouse, where “he will probably be an incumbrance for life, as he has “declared that he never wishes to leave it again.”

“Children thus shut up,” says Mr. Henderson (report on Lancashire, 1833), “in ignorance and idleness, and exposed to “the moral contamination of a workhouse, are almost necessarily unfit for the duties required of them as apprentices. “All labour is an intolerable hardship, their masters, “objects of aversion, and they rarely acquire habits of “industry in after-life.”

“An orphan or deserted child educated from infancy to the “age of 12 or 14 in a workhouse,” (says Sir J. P. Kay Shuttleworth,) “if taught reading, writing, and arithmetic only, is “generally unfitted for earning his livelihood by labour.”

It is not only with reference to the forming of the habits of labour in pauper children that the present system is defective, but with reference to the full development of the power to labour,—of the thews and sinews of the labourer.

“Pauper children” (says Mr. Temple) “are decidedly, as a “class, below the children of the independent labourer in “physical development.”

“Their physical conformation and physiognomy” (says Sir J. P. Kay Shuttleworth, in his report on the training of

Unsuitable
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the indus-
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pauper children,) "betray that they have inherited from their parents physical and moral constitutions requiring the most vigorous and careful training to render them useful members of society. They arrive at the school in various stages of squalor and disease; some are the incurable victims of scrofula; others are constantly liable to a recurrence of its symptoms; almost all exhibit the consequences of the vicious habits, neglect, and misery of their parents." "The stunted growth of many of these children" (says Mr. Tremeneere), "was apparent; whether from early privations elsewhere, or the depressing influence of long confinement within the walls of a workhouse, with not enough of healthful exercise, or stimulus of change of scene and new objects, or whether, also, it may have resulted from a long-continued uniformity of diet."

If to other children, then especially to these, other than sedentary occupations, freedom, exercise, and the open air are necessary to healthy physical development and growth.

"Hence" (says Mr. Tufnell, in 1847-48,) "with a view to securing the health of the boys, garden or field labour is, I am satisfied, superior to most others." "I find a great unanimity," says Mr. Symons (1849), "as to the kind of industrial labour deemed the fittest for boys by guardians who reflect on the subject. Spade husbandry is almost invariably chosen, not only on account of the return derivable from it, but from its aptness for developing moral character as well as bodily strength and health."

"The introduction of industrial training" (says Mr. Bowyer, 1849,) "has been everywhere attended by a marked improvement in the appearance and bodily vigour of the boys; and their progress in their studies, so far from being retarded by it, has generally been promoted, notwithstanding the reduction in the number of hours devoted to instruction." And (Mr. Browne, 1849,) "industrial training for boys ought, I am convinced, to consist in the cultivation of land. It is remarkable that boys employed in field-work make greater progress than those who are not so employed, although the latter may give to study nearly twice as much time as the former."

The ages of the pauper children are such as to render industrial training in field labour practicable in their case to an extent that it is not, in other elementary schools.

The following Table contains a statement, given by Mr. Ruddock, of the ages and times of residence of the 2,641 children resident, in the year 1847-8, in 36 unions in the southern district. (*Minutes of 1847-8-9, Schools of Parochial Unions*, p. 43.)

Ages of the Children.						Time in the House.						Total.	
Under 7 Years.		7 to 12.		Over 12.		Less than 6 Months.		6 Months to 2 Years.		More than 2 Years.			
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
368	342	577	497	349	328	297	282	305	269	692	616	1,294	1,167

From this account it appears that nearly 25 per cent. of the boys are above the age of 12 years; whilst in ordinary elementary schools in the same district the proportion is not* more than 9 per cent.

To break, then, the link which in the mind of the pauper child binds him to the workhouse as a home, which associates it in his mind with the state of life allotted to him and his destiny,—to take from him the stamp and impression of it,—and to emancipate him from the regimen of its course of thought and standard of opinion,—to free him from its pestilent associations and evil example,—and, above all, to prepare him to take his place in the ranks of independent industry, by a judicious course of industrial training,—for all these objects a substitute is needed for the workhouse school.

A substitute is needed for the workhouse school.

This fact has received a practical recognition from the Legislature in the Act of 7 and 8 Vict. c. 101., which provided for the formation of school districts and district pauper schools; where the children should be collected from the workhouses of the district, instructed in such useful knowledge as is suitable to their condition, and trained to industry.†

District pauper schools provided for by the Act of 7 & 8 Vict.

This Act gave to the Poor Law Commissioners power to form school districts. But it affixed certain limits of area and population, and it provided that the expense of starting, to be borne by the unions of the district, should not exceed one fifth of the entire annual expenses of those unions; provisions which rendered the Act inoperative; the limitations were impracticable, and no school could be built for the money. In 1847 an Act was passed removing the limitation as to cost, but depriving the Commissioners of their power to erect the school without the consent of the guardians or a majority of them.

This new condition has rendered the new Act nearly as

* The returns of 75 schools in Hants, and Wilts, and Berks, as stated in my report on the southern district for 1847–8 (p. 2.) give 9·71 per cent. of the children (7,549 boys and girls) as above 12 years of age. Eighteen schools containing 1,276 children in the same district in 1849–50 returned 5 per cent. as above that age (Minutes 1848–9, Report on southern district, p. 3.) Forty-three schools attended by 3,934 children returned last year 8·43 per cent. as above 12 years of age.

† This first Act was passed in 1844. It was unquestionably the result of the able report of the assistant commissioners published in 1841; particularly Sir J. P. Kay Shuttleworth's account of the Norwood Industrial School.

inoperative as the old one. Six district schools only have been formed in the entire country. In other respects the declared intentions of the Legislature remain without effect. "It is obvious" (says Mr. Temple) "that the reasons for the establishment of district schools are not of a nature to be readily appreciated by boards of guardians." The object of such schools is national; their operation, to be successful, must cover a large surface, and extend over a long period; and their results, however certain, are remote, belonging rather to posterity than ourselves. Considerations of this class are not likely to have weight with boards of guardians. The operation of such boards is local, isolated, and independent, and their function is temporary, having in view the present necessities of the poor, and the protection of the present ratepayers. It has nothing to do with posterity.

The erection of a model school of industry provided for by the Minutes of 1846.

With reference to the probable occupation of the students of your normal school, as masters, at some future time, of district schools, your Lordships provided, by your Minutes of 1846, for the erection, in connexion with it, of "a model school of industry for the pauper children of some of the London unions." It is to be hoped that your intentions in this respect will ere long be carried into effect. Nothing can be more important than to give to your students the benefit of that experience which such a school would offer, or to the country the model of a pauper school conducted on sound principles.

Number of children at present resident in work-houses.

"There were on the 1st of January 1852, in the 597 unions of England, 40,557 children, giving an average of 68 children of both sexes for each workhouse;" a number which has been annually diminishing. Of these there are 21,038, being $51\frac{2}{3}$ per cent. of the whole, to whom the State stands in the place of a parent; they being orphans, or deserted, or the children of paupers not able to work. It is to create teachers for the education of these,—made children of the State by the law and providence of God, and by the common consent and practice of all ages and nations,—and of those others made destitute by the vices or the misfortunes of their parents, whom the State has adopted, that your Lordships have erected this training school.

Labour an essential part in the training of the masters of pauper schools.

In the training of teachers for that object, labour is an essential element. Teachers of industry must practise it, and must be inured to it. A schoolmaster unable to work would be almost as much misplaced in his field garden as one unable to read and write would be in his school.

Industrial work enters accordingly very largely into the daily routine of Kneller Hall. I have appended a list of the rules by which it is regulated. (*Vide Appendix.*)

Every afternoon, at two, the students assemble in the bui

ing where their tools are kept. The gardener, Mr. Stewart, then reads to them the duties he has assigned to each group for the afternoon, and they go to work from that hour until a quarter before five. On a recent visit to the college between these hours I found them occupied as follows :

One party was turning over a heap of manure ; another removing earth ; a third carting liquid manure from the tank to the garden ; a fourth distributing it in the garden ; a fifth digging. On other occasions I have seen the whole of the students working in a gang at spade husbandry, with the principal in his shirt sleeves at their head. In occupations such as these he has been accustomed, indeed, I believe, generally, to take his part, adding not a little to the strength and efficiency of his little body of workmen, and setting, himself, the example of that industry to which he desires to train and inure them. He seeks, by this personal co-operation, to give to labour that place which is due to it in the public opinion of the institution, but which, without such a sanction and example, it would scarcely obtain.

The men formed under such a system as this are not likely to sit down and weep over the evil days on which they have fallen ; but, God being their helper, to be up and doing to amend them.

I have the honor to be, &c.

To the Right Honorable

The Lords of the Committee of Council on Education.

H. MOSELEY.

APPENDIX.

RULES FOR REGULATING THE FIELD-WORK.

1. The gong will sound at 5 minutes before 2, and the bell will immediately begin to ring, and continue till 2. The return bell will ring at a $\frac{1}{4}$ before 5.
2. The students are to muster at the tool-house, and the names to be called over by the captain of the field as soon as the bell stops.
3. Students not in time to answer to their names will remain out till 5 o'clock.
4. Students more than a $\frac{1}{4}$ of an hour after time, or a second time in the same week too late to answer to their names, will go to work all day the next day.
5. No leave of absence will be given to any student, unless applied for before 11 in the morning, and notified, when obtained, to the captain of the field.
6. As soon as names have been called, the captain of the field will read out what work each student is to do, and what tools he will require ; and each student as his name is read will take his tools and proceed to work.
7. As soon as the second bell rings each student will clean his tools, and proceeding to the tool-house deliver them up to the captain.
8. The ground will be gradually divided into plots, and as each plot is marked off it will be assigned to one of the students, who will be captain of that plot.
9. No work will be done on any plot except under the direction of its captain, but he will not be always working there.
10. The captain of a plot will keep a weekly report of work done on his plot, and an account of all expenditure and receipts from it.

11. The students will take turns weekly, two by two, to attend upon the horse in the afternoons. These turns are not to be shifted from one to another without leave.
12. The students will take turns weekly, one by one, to milk the cows. They are to be milked immediately before tea in the afternoon, and immediately after prayers in the morning.
13. Both the above rotations to be in alphabetical order.
14. The industrial master will give a weekly report of the way in which each student's work has been done for that week.

DUTIES OF THE CAPTAINS.

General.

1. To prevent indecorous noise in the bed-room.
2. To report to the principal, *in writing* and *immediately*, anything requiring attention in the bed-room.
3. To light and put out the gas.
4. To warn any of the students whom they see breaking the rules. If a captain has been present at such a breach of rules, and has not warned those who were so doing, he alone will be held responsible.
5. To see that their rooms, viz., the library, lecture-rooms, &c., be properly cleaned.

Special.

I.—The Captain of the Library.

1. To report every morning in writing to the principal the names of students *present* at prayers that morning and the evening before.
2. To collect the exercise books on the days appointed, *whether done or undone*, and bring them to the principal at 7 in the evening, reporting absentees.
3. To give the principal on Friday night at evening prayers a statement of the lectures given during the week.
4. To take charge of and distribute ink, pens, and other stationery.

II.—The Captain of the Field.

1. To give the industrial master every evening a list of the students who will have charge of the practising school the next day, specifying the times and classes.
2. To obtain from the industrial master every morning at breakfast time a list of the work to be done by each boy in the practising school, and to give the necessary information to the student in charge of the boys when at work.
3. To inform the industrial master every morning before 12 whether any and what students have obtained leave of absence from work.
4. To call the names at 2 o'clock.
5. To give out tools.
6. To receive them back again. See that they are properly cleaned and replaced. If the industrial master afterwards finds any tools not replaced, or not properly cleaned, the captain of the field will be liable to a day's work.
7. To prepare for the principal a weekly report of the work done every day, and of the farm and garden accounts, both then to be countersigned by the industrial master.

III.—The Captain of the Laboratory.

1. Always to have everything in readiness for the chemical lecturer.
 2. To keep the keys of the laboratory, and to allow no one to go there, except in his company, or with written leave from the principal, or by express order from the chemical lecturer.
 3. To keep an exact account of the state of the chemical and physical apparatus, as to breakages, need of repairs, &c.; and to report every week to the chemical lecturer.
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Special Report, for the Year 1851, on the Training and Model Schools, for Schoolmasters and for Schoolmistresses, of the British and Foreign School Society, by Her Majesty's Inspector of Schools, JOSEPH FLETCHER, Esq., &c.

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MY LORDS,

December 1851.

IT is now nearly five years since I had the honor to present to you an elaborate report on the normal and model schools of the British and Foreign School Society, dated on the 7th of April 1847, and printed in the second volume of your Lordships' Minutes for 1846. At the close of that report (p. 423) I ventured to express a hope, that "resources would yet be provided to extend the time of training for the student teachers, who then frequented it, beyond their customary period of six months, and perhaps to add to their ranks an important class of pupil-teachers, wholly brought up to the profession, when a new scheme of time and labour would be required for the whole institution; but that, until such a change occurred, the sketch then given of these schools would, I doubted not, remain correct in all its principal features." It has required precisely five years, the period of a pupil-teacher's apprenticeship, to bring the new resources to which allusion is thus made, to bear upon this institution with such fulness as to warrant any mentionable change in its system. Down to the present time it has remained essentially the same that I described five years ago; and the expenditure of time upon formal inspections in the interval, would therefore have proved almost useless.

This institution unaltered during the last five years.

renewed
inspection
on the eve
of changes.

The inspection since 1837 has consequently never, until now, extended beyond the annual examination of the model schools, with special reference to the progress and powers of the staff of pupil-teachers placed in each, notes of which examinations will be found in the Minutes for 1848-49-50, Vol. II. p. 410; 1850-51, p. 723, 725, 740, 743; and 1851, in the accompanying volume. Instead of wasting exertion where it could not, for the time, be seconded by efficient aid, our efforts have been directed, by your Lordships' instructions, to advance the training of this new class of pupil-teachers in the local schools. But renewed attention to the central institutions is now demanded by the steady advancement of these young people, which, combined with the scheme elaborated by your Lordships for aiding in the completion of their training, and that of as many more fairly-grounded candidates as can be induced to join them, seems to dictate a considerable modification in the whole system of the institution. This change has not been heretofore extensively commenced, because, while the normal schools had still to supply to that great majority of the local schools connected with them which do not receive aid from Government, teachers of the old standard of attainment, the number presenting themselves who had received a rather more vigorous grounding was kept in check by the anticipated competition of the rising class of pupil-teachers, who themselves are only now beginning to enter in any mentionable numbers. My renewed visits of inspection, therefore, occur on the eve of considerable changes, and yet they did not admit of longer delay, after the instructions conveyed to me by your secretary's letter of the 11th of November 1850, with its enclosures, requesting me to inspect this school in the course of the coming year, and to report upon it, after the examination of its students, &c., for certificates, in December 1851, as also upon the branch institution formed by the same society at Bristol. Accordingly I availed myself of eight days at different times in the course of the year which has just closed, to visit these several establishments, and have now to report in brief upon their plans and prospects for the future, as well as their actual condition at the present time.

scope of the
institution.

In tracing the origin and growth of the normal and model schools of the British and Foreign Society, I had occasion to point out, in my former report, that they comprise two separate institutions for male and female students respectively; and since they must still supply, for that *larger* portion of the popular education of the country which has *not* been aided by your Lordships' recent minutes, the less highly-trained but yet highly estimable class of teachers which has heretofore been sent out, each of these institutions will now have to educate two distinct classes of students. In other words, the Borough Road normal and model schools will have to accomplish for their connexion all that the old training schools in the Sanctuary at Westminster, with their dependent infant schools, and the training schools at Battersea and Whitelands combined, propose to accomplish for the National Society. I must crave permission, therefore, to take into separate consideration the institutions for male and female students respectively, and to notice in each of them the position and interests of, 1, the Queen's scholars, students recently pupil-teachers, and other students proposing to follow the same course with them for a year or more; 2, the old class of students, superior to these in years, but seeking only a briefer period of training, which, however limited, the daily exigencies of the local schools makes it very difficult for them to complete; 3, the pupil-teachers forming the staff of the several model schools; and, 4, the great body of children frequenting them. It is difficult to conceive of a charge demanding higher zeal, tact, and energy, or one involving greater solicitude, than the management of two such institutions; but the past history and present resources of this remarkable society afford sufficient guarantees for their duly sustaining it, while pursuing a course solely for the advancement of Christian education by the day-school, unsupported by any allied interest of connexion or denomination whatever.

pupil-teach-
ers supply-

It will be observed, from the following data, that at the close of the present year there will be 56 pupil-teachers in British (exclusive of Wesleyan) schools

in the last year of their apprenticeship, a considerable proportion of whom, together with the very few who have just completed their fifth year, will come up as candidates for Queen's scholarships at the Christmas examination. As the greater number of these are male pupil-teachers, and as the dormitories on the male side of the house are only 45, here is at once a number that would nearly fill it, and whose youth and inexperience would give them as strong claims to preference in a moral sense, as their intellectual progress will to take their position at once in the "twelve months' class."

Number of British (exclusively of Wesleyan) Schools in which Pupil-teachers had been apprenticed before 31st December 1851.	Number of Pupil-teachers in British (exclusively of Wesleyan) Schools, who, before 31st December 1851, had not yet completed their					TOTAL.
	1st Year.	2d Year.	3d Year.	4th Year.	5th Year.	
179	173	166	195	172	56	762

More than thrice the number now prepared, will present themselves in each succeeding year; so that very shortly there will be yearly about 200 pupil-teachers annually emerging from this class of schools to complete their training, of whom two thirds will be male students. It is quite obvious that the Borough Road normal schools cannot accommodate more than one third of this number to reside in the house; but the exigency of the case does but plead the more strongly for doing all that is possible to meet it. The acceptance, therefore, of these young people, to occupy all the space within the house, and the finding accommodation for *all* the older students staying for further periods (instead of only *one third* of them, as formerly,) in approved lodgings in the neighbourhood, appears to be dictated by a moral necessity. Henceforward, it is probable, therefore, that the house accommodation and the "twelve months'" class will be chiefly occupied by pupil-teachers emerging from their apprenticeship to the number of about 40, while the "higher" and "lower" classes of the six months' men, will not, at first, be seriously diminished, nor their position materially altered, merely by the placing of a larger portion, or all the remainder of them, at lodgings in the neighbourhood.

It would exceed my present limits and duty to enter upon the general question of what further provision should be made for completing the education of the young people who cannot obtain admission here or at other normal schools, besieged in equal numbers by their own clients; and yet further, for opening to them the career of employment in the profession to which they have been trained. I have already recorded my views on this subject in a general report for 1850 (Minutes of 1850-51, p. 711); and I am unable adequately to express the solicitude which I feel, as the time rolls on, and the probability becomes more imminent, lest the great body of educated young persons who are being reared at the expense of the nation should be thrown upon its ways,—not under a sense merely of hardship, which youth, hope, and exertion would soon overcome,—but of neglect, which would give to this enormous and constantly augmenting agency a tone of the most injurious character.

This feeling will, under any circumstances, be entertained by the small minority of unsubdued and ill-disciplined minds, which, among pupil-teachers, as in any other community, will seek companionship in their own discontent with everything around them, by awakening suspicion and misgiving in the thoughts of others. In an agency so delicate as that which is here being developed, it is the more important, therefore, to avoid offering the least resting-place for such humours, and yet I do not see how, without immediate exertion to open the career for the young people, they are to be deprived of lodgment. Already, for want of this being done, there is an undue value set upon the passage in their Lordships' Minutes which makes mention of employment in subordinate stations under government as an available alternative in certain cases of eminent good conduct without concurrent ability to teach. Since the

ing a new and important class of students.

Changes which they will produce in the present classes

Want of more accommodation for them in the present normal school.

Removal of discontent as to hope of employment in the public service.

great body of the young people can offer claims on the former ground, and can easily qualify on the latter, the letter of your Lordships' secretary, which explains this passage, affords little satisfaction; and if I might venture a suggestion, it would be, that a far more liberal interpretation should be given to it in regard to the present body of pupil-teachers, and that it be immediately withdrawn altogether from the category of encouragements to others, to bind themselves apprentice in the future. Not that the present pupil-teachers will in any numbers accept anything that the government has to offer. On the contrary, there is room for them all in the occupation to which they have been educated, or in more lucrative employments; but such a course would remove an existing shadow of grievance; and every inspector will bear testimony equally with myself that this shadow is at present both dark and lengthening.

Until it be decided whether the education of the people is to be placed on a national basis, it is needless to enter into any detailed calculation of the number of teachers that will be required to maintain the requisite supply, at a given standard of qualification, for which a remuneration may or may not be generally provided. I have ventured only to point out that the whole subject is deserving of your Lordships' kind reconsideration, while the number of pupil-teachers is yet such only as may be absorbed under *any* system. When the standard of remuneration is practically determined, by the settlement of the question whether any aid is to be obtained throughout the country from local rates, it will then be comparatively easy to calculate the standard of attainments that it will retain, in the present circumstances of English society; and, when the number of openings which the employment will afford for men of qualifications requiring a normal training, has thus been ascertained, it will be easy to calculate the exact number who will annually be required to supply vacancies in that number, and the extent of normal school accommodation which will be requisite, if only on the experience of the Continent, which demands annually five per cent. upon the whole number of teachers to sustain that number.

NORMAL SCHOOL FOR YOUNG MEN.

attainments
of students
heretofore
admitted.

My general reports on the local schools have described the social position of the teachers under present circumstances; and the following table will afford some idea of the moderate degree of attainment with which the candidates for training have presented themselves down to the last half year of what may now be called the old system.

ANALYSIS of the Preliminary Examination Papers of 47 Students admitted from July to November 1851.

—	Reading.	Writing.	Spelling.	Arith- metic.	Gram- mar.	Geo- graphy.	Sacred History and Geo- graphy.
Good or pretty good	9	16	18	15	5	8	15
Fair or moderate	17	21	11	14	9	12	19
Rather poor or poor	18	9	8	14	8	15	9
Bad	3	1	10*	4	25	12	4

* Of these last several were discouraged on examination.

The total number of students on the 21st November 1851 was 46, but 11 more had been in attendance in the earlier part of the quarter.

With such materials, and with such a mission, it was impossible for this institution to come, before the present year, within the scope of your Lordships' regulations offering certificates of merit to students who have been a year or more in a training college, and then present themselves for examination before taking charge of local schools. Those who had formerly been trained here, and are now in charge of schools, had presented themselves in considerable number at the different examinations previously held; but it was not until that of last Easter that any entered for the examination as students. The number who had then been induced to stay for a year was only six, of whom all obtained certificates; and during the present year this "twelve

months class" has scarcely been enlarged, although it includes two Queen's scholars.

The following abstract shows the standard of attainments at which the more vigorous of the students have ultimately arrived, by studies often carried on at great sacrifice, while in the faithful discharge of onerous daily duties. Attainment on examination for certificates.

RESULTS of the Examination of 15 male teachers and 6 students, in all 21 candidates, at the Borough Road School, at Easter 1851.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Not professed or Failure.	
	No.	Proportion per Cent.	No.	Proportion per Cent.	No.	Proportion per Cent.	No.	Proportion per Cent.	No.	Proportion per Cent.	No.	Proportion per Cent.
Arithmetic	-	-	1	4.76	4	19.04	15	71.43	1	4.76	-	-
English Grammar and Paraphrase	1	4.76	6	28.57	5	23.81	8	38.09	1	4.76	-	-
English History	-	-	8	38.09	11	52.38	1	4.76	1	4.76	-	-
Geography and Popular Astronomy	-	-	8	38.09	8	38.09	4	19.05	1	4.76	-	-
Geometry	-	-	2	9.52	6	28.57	2	9.52	5	23.81	6	28.57
Elements of Mechanics	-	-	-	-	6	28.57	7	33.33	6	28.57	2	9.52
Mensuration	-	-	-	-	4	19.04	6	28.57	2	9.52	9	42.86
Algebra	-	-	1	4.76	6	28.57	2	9.52	5	23.81	7	33.33
School Management	1	4.76	3	14.28	8	38.09	8	38.09	1	4.76	-	-
Vocal Music	-	-	-	-	3	14.28	10	47.62	1	4.76	7	33.33
Drawing from Models	-	-	-	-	4	19.04	7	33.33	-	-	10	47.62
Latin	-	-	-	-	1	4.76	5	23.81	-	-	15	71.43
Greek	-	-	-	-	1	4.76	4	19.04	-	-	16	76.19
Physical Science	-	-	1	4.76	5	23.81	13	61.90	2	9.52	-	-
Higher Mathematics	-	-	2	9.52	5	23.81	-	-	3	14.28	11	52.38
Welsh	-	-	-	-	2	9.52	1	4.76	-	-	18	85.71
French	-	-	-	-	1	4.76	4	19.04	1	4.76	15	71.43
Inspector's Report	-	-	4	19.04	14	66.67	3	14.28	-	-	-	-

While the six students all obtained certificates, only an equal number of the teachers obtained them; and the general result is what may fairly be expected from the work of the "twelve months class" hereafter described, compared with that of the "lower" and "higher" classes respectively, of the six months men, which I had to describe five years ago, in the education of which a large portion of the work of the institution still consists. It is obvious, therefore, that if the terms offered by your Lordships' Minutes be sufficiently liberal to enable the managers of this institution to co-operate fully with the scheme of progress described in them, and they determine to accept the normal training of the young people now passing through their apprenticeships in local schools as pupil-teachers, a considerable change must forthwith be made in the plans of the institution as a whole.

Twelve Months Class: Course of Instruction and weekly Appropriation of Time.—In the Appendix will be found,—1st, A table of the occupation of time for each class, with the name of the teacher taking each branch of instruction; and, 2d, A table of the course of study in each class of the normal school for young men. The course of the "twelve months class" can scarcely be considered as other than provisional; but the general result, it will be seen, is, that they are engaged from 6½ to 8 a. m. in private study, or in classes, under monitors of their own body, preparing exercises, &c.; from 9 to 12 a. m. in classes under the charge of different professors; from 2 to 3½ p. m. (and on Tuesdays until 5 p. m.) at the practice of teaching in the classes of the model school; from 3½ to 5 p. m. during 3 days in each week in giving gallery lessons, under mutual observation, closing with a conversational lecture on pedagogy from the principal; and on Thursday in miscellaneous exercises under his assistant; and from 6 to 8½ p. m. again in classes under professors; while the afternoon and evening of Saturday are left at their own disposal. They thus receive 8 hours instruction weekly from the principal, besides that in pedagogy (4½), and 13½ from his assistant, 1 from the biblical tutor, 2½ from the drawing master, 1¼ from the surveying master, Twelve-months class: course of instruction

1½ from the teacher of writing and book-keeping, and 1 from the drill master; making in all 33¼ hours of direct instruction weekly, being on the average about 5½ hours daily, with 1½ hours of actual practice in the model schools; making a total of 7 hours daily, besides private studies. The principal's course, it will be seen, embraces the English language, its grammar, its literature, and the art of composition; mathematical and physical geography; English history; astronomy; and pedagogy; that of his assistant, physics, trigonometry, ancient history, land surveying, and mensuration.

Here is at least a year's work, with little prospect, at present, of any of the students staying for a longer term. But while the course of English by the principal is searching and vigorous,—the mathematical course by his assistant, lucid and good, though rather too rapid,—the elements of physics and natural science, well thrown in,—and the instruction in pedagogy, sound and awakening,—it would be gratifying to see yet more time given to the study of Scripture,—to witness the introduction of some elementary instruction in Latin,—and to observe a still more active utilization of the practice in school, which holds only its just proportion among the various exercises, and affords the opportunity of realizing, what the British and Foreign School Society have always and wisely maintained to be essential, the due subordination of abstract study to practical teaching, in all their training of the educators of the poor. The difficulty is to reconcile variety with soundness of attainment, and both with their practical application to the daily work of teaching; one which already renders the course in each class too rapid in every subject for any but the more powerful minds to whom it is addressed, rather than the average. But the deficiencies first mentioned will not be found in any revised course which may be framed in extending this class; and on the means of rendering the class-teaching a yet more improving discipline I shall be enabled to make a few suggestions in speaking of the model school itself.

Upper class: Course of Instruction and weekly Appropriation of Time.

—The general course of the “upper class” of the six months men resembles that of the twelve months men, in regard to the employment of their time, but is necessarily more elementary. The principal gives them 4 hours weekly, besides the 4½ in which they join the “twelve months class,” at the gallery lessons of mutual criticism, and the conversational lectures on pedagogy. From his assistant they receive 15 hours of direct instruction, and from the Bible tutor 2, while in drawing and singing they take their lessons with the twelve months men, and like them have 1½ hours on Saturday at writing and book-keeping. The principal gives 3 lessons in language, and devotes the time of a fourth to a critical examination of the week's work; while his assistant endeavours to work out the following scheme, to which the weekly appropriation of time is added. Under the circumstances, I do not think it possible to do more; and I would merely entreat of my young friend who has chiefly to carry out this course, to be always as certain that he has the whole body of his class with him, as he is of the precise truth which he is endeavouring to present to their minds.

Elocution.—(2½ hours.) Exercises on rules for inflection, pause, emphasis, &c., chiefly selected from Dr. Allen's *Poetry*: brief critical remarks on the poets, with some general information as to the principal literary epochs, are associated with the reading-lessons of this class.

Geography.—(2 hours in the week.) The whole of the details, physical and political, comprised in the following sections of the geography: Scotland, Ireland, Asia, Africa, America, and Oceanica.

English Grammar.—(2 hours.) The rules and exercises on syntax in Allen and Cornwell's *Grammar*, the chapter on the structure and derivation of words, and the list of Greek roots; frequent parsing and logical analysis of poetry.

Arithmetic.—(1 hour.) A series of lessons, with numerous exercises, on the doctrine of proportion, decimal fractions, the rule for extracting the square root, and arithmetical and geometrical progression.

Mensuration.—(2 hours.) Tate's Geometry, as far as the measurement of all regular superficies.

Algebra.—($1\frac{1}{2}$ hour.) Bell's treatise: the addition, subtraction, multiplication, and division of algebraical quantities, and simple equations.

Natural Philosophy.—(2 hours.) Tomlinson's Mechanics: a series of experimental lessons includes the following subjects,—introductory; means of obtaining truth in physical science; experiment and observation; sketches of the lives and discoveries of great experimenters; matter, its properties; forces, their composition and resolution; origin of mechanical power; its application in elementary machines; lever, &c.; falling bodies, the laws of their descent; centre of gravity;—fluids; laws of pressure and general properties; composition of air; the air-pump; truths deduced from experiment by common hydraulic apparatus; specific gravity;—light, heat, sound, the laws of their propagation, reflection, &c.

Geometry.—(1 hour.) Potts's and Bell's editions of Euclid; the 1st book of the elements, and occasionally the 2d and 3d.

English History.—(1 hour.) Ince's Outlines, from Richard II.

Lower Class: Course of Instruction, and weekly Appropriation of Time. Lower class course of instruction
—In the "lower class" are comprised those chiefly who have not been more than three months in the institution, though most of them contemplate a six months course; and these employ, not only the whole of every forenoon, but also half the afternoon on Tuesday, in the practising school, besides joining on Wednesday and Thursday for the like time in the gallery lessons under mutual criticism, and those on pedagogy. It appears to me that with young men having so brief a time to spend in the reconstruction of their minds and habits for the important trust devolving upon them, some economy of their time might be effected by reducing the proportion given to practice in class-teaching, without detracting from the "applied" character of their training. Instead of their occupying $16\frac{1}{2}$ hours weekly in class-teaching, I would suggest their taking 1 hour from each morning for express instruction; and instead of giving $1\frac{1}{2}$ hours to class-teaching again on Tuesday, I would venture to suggest their taking the same time on Monday at the gallery lesson under mutual criticism and the lectures on pedagogy with the principal. They will thus gain 5 hours weekly for express instruction, and, with the revision of the model school, herein-after proposed, lose no benefit now available in its classes.

At present this class obtains instruction during the other afternoon hours not already specified, and in the evening, for $4\frac{1}{4}$ hours, from the principal, in English language and history, and in a general revision of their week's work; and for 10 hours in the week from his assistant, in the following course, upon which I have to offer only the same criticism as upon the instruction of the higher class. The total number of hours per week given to the instruction of the several classes by the principal, is thus seen to be 16, besides three criticism and pedagogy lectures of $1\frac{1}{2}$ hour each, and by his assistant $38\frac{1}{2}$ hours.

Elocution.—(3 hours in the week.) Rules for correct enunciation, emphasis, &c. are learnt; and a selected series of illustrations of variety in inflection, tone, &c., chiefly from the third lesson book, is frequently practised by the class: this book and the Scriptures afford the chief reading lessons; but some of the easier passages in Allen's book are occasionally read.

Geography.—(2 hours in the week.) Cornwell's Geography and Atlas are the books in use; the chapters on mathematical and physical geography, and the two chapters on Europe and England, comprising the physical and political facts, particulars respecting the industrial resources of Great Britain, &c., &c.

English Composition.—(2 hours in the week.) Cornwell's Young Composer is the text book; the exercises include about a third of the book; analysis of simple sentences, and much written practice in constructing new sentences, illustrative of each rule; completing elliptical sentences, and furnishing suitable adjuncts, is required from the students at this stage, as the exercises are overlooked with a view to the correction of orthographical errors.

Arithmetic.—(2 hours in the week.) De Morgan's "Principles" generally used. The series of demonstrative lessons given in this class comprises, the theory of notation; illustrations of other scales than the decimal; application of abstract or algebraical reasoning to arithmetical demonstrations; instances of this in the four primary rules; measures and multiples of numbers; and explanations of the reasons of the rules in vulgar fractions.

Etymology.—(1 hour.) The prefixes and roots of all the derivatives from Latin in Allen and Cornwell's Grammar.

The lower class is practised in arithmetic as well as in writing by Mr. McCulloch, whose lessons in his own express art, that of writing, embrace a perfect analysis and elegant reconstruction of the whole alphabet, and are certainly very admirable. An hour and a half weekly to Scripture history, $2\frac{1}{2}$ for drawing, $1\frac{1}{2}$ for music, and 1 for drill, complete the week's occupations of the junior section. After the detail into which I entered some years ago in regard to these lower sections, it is needless here to dwell upon the zeal and perseverance which is employed in their advancement; but, as lying at the very root of the British and Foreign School Society's usefulness and success, I would beg to submit a few observations respecting its model practising school, which my peculiar opportunities of observing the local schools under the operation of your Lordships' recent Minutes may perhaps justify my offering.

MODEL BOYS' SCHOOL.

A little revision in this quarter appears to offer the principal improvement of which the excellent course of instruction in the art of teaching and governing in a school, conveyed by the principal, and fully described in my former report, is yet susceptible. It will thus, I hope, present a perpetual exemplification of all the arts of instruction in their most advanced state, whether as to the mechanical methods by which classes and sections can be kept attentive and in order, or the more important intellectual processes by which the minds of the children are to be led onward to healthy and legitimate exertion (beyond the ground to which they have already attained) or by which they are to be sustained in wholesome discipline. Neither can I see any reason why it should not exhibit many of the moral graces which are essential to bind all these arts into a system worthy of the name of education, if the spirit of truth animates its head teachers, and leads in sympathy the minds under their direction.

A most important class in this respect is formed by the *pupil-teachers*, who, in a large school like this, form a considerable and most influential body for good or for evil. It is, therefore, with great satisfaction that I have to report that three or four of the elder of them have not only passed examinations which challenge their advancement, unless they claim, as a privilege, to stay the full period of their apprenticeship, for the sake of the advantages of still more complete education which they here enjoy, but also exhibit an earnestness and vigour and ability in the daily discharge of their duties of instruction which is highly commendable; while all the others have done creditably, and are steadily improving as responsible agents, with scarcely an exception.

The average number in attendance in the model school has recently been 660. Their progress appeared to be in every respect as great and in some respects more complete than I have ever yet seen it; while the general tone and manner of the children exhibited steady improvement. There seemed to be a decline only in that mechanical but important wholeness in the movements, which, though it perhaps held too high a place among the merits of the original monitorial school, is not one to be either despised or relinquished, merely because defects with which it was accidentally associated can now be supplied by the ampler resources offered by Government.

Mr. John Thomas Crossley, whose name is universally known and respected, as the superintendent of the model school almost from the time of Joseph Lancaster, and the very life of its success, through good and evil

report, for the whole of this period, having brought to a close the most difficult chapter of its existence, is now handing over its management to Mr. Jehu Langton, formerly master of the South Islington British School, aided by your Lordships, who has been appointed to that duty by the committee of the British and Foreign School Society, as one of the most successful teachers in the wise disposition and apt use of the new resources supplied by the government aid in the services of apprenticed pupils. But it is needless again to enter into a detailed description of this school; its features, as a model of the purely monitorial system, being carefully portrayed in your Lordships' Minutes for 1846 (Vol. II. p. 363), since which time its plans have experienced no serious modification.

The only effect at first produced upon its organization by its acceptance of pupil-teachers, was an occasional coupling of the drafts so as to form larger classes; and during the past year this modification was carried, as suggested at my last visit (see the accompanying volume), to a grouping of the classes into sections, each under the charge of a pupil-teacher; eight of these, containing about 40 boys each, being formed in the large school-room, while one has occupied each of the three class-rooms. The large school-room has, in fact, been divided during certain of the lessons into eight class-rooms, by curtains, letting down from above, into intervals, formed among the vast space of desks and benches which formerly occupied all its central area, and thus dividing it into eight square groups of parallel desks, with draft space attached on two sides of each square. These parallel desks, however, have occupied too large a space to serve conveniently, instead of galleries, for the collective instruction; but it must be carefully observed that the real life of the old monitorial school in its efficient small drafts has never once been disturbed by the sectionizing thus imposed upon it.

The time has now arrived, however, at which it is necessary for this school to set before the country a definite example of arrangements, which, preserving this high efficiency of the small drafts for the more technical work of instruction, will, by successive groupings of them into larger classes, give full employment to the capacities of the pupil-teachers in the instruction of a larger number of children at once in the elements of arithmetic, or language, for instance; and by combining these again into sections, each sufficient to fill a moderate sized gallery, exercise their powers of collective instruction with a yet larger number in geography and the elements of natural science, with the effect of arousing them to a sense of moral responsibility far superior to that which they have felt merely as draft teachers. Unless, in fact, such provision be made for the growing moral and intellectual powers of the pupil-teachers, their employment in a school at all is of very questionable benefit; the languor and disgust arising from the want of such a scope for their development preventing any elevation of the tone of the school, even where they are directly employed, much less in the lower half of it, which is needlessly left to its old course of merely monitorial instruction, when ample means for its vigorous education are perhaps being wasted on the opposite side of the same room, if the pupil-teachers are treated merely as overgrown monitors, instead of being employed as assistant teachers.

Change, therefore, in the way at all events of *addition* to the existing organization becomes essential in a school having pupil-teachers, and yet it cannot be accomplished in this school by slow degrees, because change must be made rapidly and finally in a school which has to set the example to others. Still further, it must be made in such a manner, and within such limits, as will keep distinctly appreciable the old and the new portions, for the course pursued by the British and Foreign School Society has been eminently practical from the first; the very root of its prosperity and usefulness has been the *applied* character which it has always given to the powers of the student-teachers; and it will not now forget that it has still to extend its aid and offer its example to the great majority of schools which are destitute of all aid by pupil-teachers, while it is equally essential that it should be a pattern to those which, enjoying such advantages, would otherwise offer a more com-

Change in the way of addition to the present organization still required.

Type to which it should be accommodated.

plete course of education than the parent institution itself. After a careful comparison of my own experience with that of its officers at the central school, I venture therefore to recommend its adoption of the following arrangements, which will be most simply described by recalling to memory one of the old purely monitorial local schools, occupying its one large room.

Having but one teacher and only child monitors, the children in this school were turned from one exercise to another *en masse*, and hence the necessity of covering the whole middle space with seats and benches, and leaving merely the sides for drafts and marching room. But henceforward I would venture to suggest that every moderate sized school, of, say, 120 to 140 children in actual attendance, should be divided into three sections of 40 to 45 each, and have each section placed in the charge of a pupil-teacher or elder paid monitor, with three monitors under him, being one for each of the three drafts into which his section should be subdivisible; and that these sections should not all be engaged at the same time in the same, but in different exercises, of which one should be a silent exercise, to reduce, by at least one-third, the noise which is now often quite distracting.

Again, we shall find that all the exercises of a common elementary school will more or less follow the types of method already established in those of writing, reading, and geography respectively.

1. The writing will chiefly be conducted by individual instruction in parallel desks, all facing in the same direction, so as to be easily surveyed as a whole, or have each child readily visited individually, or all addressed collectively, to bring their united attention to an example set before them, which is especially required when the exercise is extended to elementary drawing.

2. The reading will be best advanced by collective instruction in small drafts, standing on the floor, for the convenience of that facile change of places which is essential to the high discipline of a monitorial class; fair monitors being agents of ample force for the technical work of the reading and spelling, under the general supervision of the pupil-teacher or senior monitor of the section, who, while supervising the whole, should, in circulating from draft to draft, do most of the questioning himself, set an example of methods in each other part of the exercise, and exhibit unceasing industry in all.

3. The geography of the elder boys (correlatively with which will run a course of lessons on objects, and on the familiar face of nature immediately around them, for the younger,) will be best advanced by collective instruction in large classes, or in whole sections; and for the convenience of seeing and teaching on the part of the instructor, and seeing and responding on the part of the taught, their arrangement in a small steep square gallery is the best, without desks upon them, which do but waste their space, but with low backs of board to each range of seats, to keep the feet of the children above from distracting those below, and those below from leaning back so far as to touch and distract the children above.

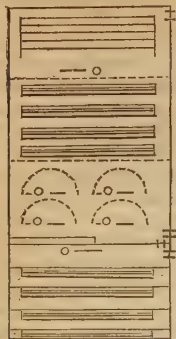
These are the elements of all school organization, as we now understand it; and the amount of accommodation which I have imagined for each and all of them would cost perhaps rather less than the present fittings of the British schools, since, if different sections of the children, as is proposed, are to be occupied in different exercises at the same time, more than one half of the present desks and seating may be removed, for the erection of the galleries, towards which a further handsome contribution will be found in the whole platform now allowed to the teacher, which, under present circumstances, when we no longer imagine that he can there quietly reign over a self-educating people, is merely a waste of timber and space, and a perpetual invitation to idleness. A modest desk, well-raised upon a little dais of one step, with closets on each side, containing ample shelf-room for the every appliance of the teacher, as well as for the whole of the school-books and materials, to be kept in perfect order, is the proper furniture of the lower end of the large school-room; those of the British schools being generally constructed with an inclination towards the teacher's stand. One third of the school-room next to the teacher's desk should be appropriated, when cleared

of desks and benches, to the reading drafts, standing in rows across the room, with their open sides towards the teacher's place. This arrangement is dictated by the convenience of having the parallel desks, which afford accommodation for the comparatively silent exercises of writing, &c., in the middle of the room, separating the draft instruction in reading, &c., from the gallery instruction in geography, &c., and by the importance of having that part of the work which is most liable to fall into disorder most constantly before the teacher's eye. At the upper end of the school-room will be the gallery, about 12 feet square at the smallest, and rather wider if there be space, for the occasional convenience of throwing a large number of children into it, but never approaching the unwieldy and wasteful pile, which, in some schools, invites the marching up of *all* the children merely to march down again. If they are really to be taught, space may be retained in front of the gallery for the black-board and the teacher, and there will still be room for the parallel desks in the middle of the room, and the drafts beyond these again, the children engaged in which, it will be observed, are all turned with their faces away from the gallery and towards the master. The parallel desks of new erection should not be less than 12 inches broad, with the inkstands let into them, so as to leave them usable for drawing, and dispense with inkbearers.

I think it will be conceded that this is an arrangement readily available in British schools generally, and presenting an economy of power, space, and noise, which was quite impracticable until recently, but which it is now the duty of every first-class teacher to accomplish; and if he have pupil-teachers, or be allowed two or three superior paid monitors by his committee, he may make such an arrangement still more complete by having thick merino or drugget curtains, to draw from each side of the room, and meet in its centre, between each section, which he can, with this assistance and these arrangements, trust beyond his sight for a brief interval; and throwing these curtains across after each change of exercise, he thus obtains most of the advantages of ample class-room, where his committee might long be unable to afford him more than the curtains towards this object. Generally speaking, however, every school which rises to the vigour of a "pupil-teacher school," commands an excess of attendance requiring additional accommodation, which is best supplied in the form of a class-room, containing a second gallery of graduated writing and drawing desks, to be used chiefly with the elder children, and for the needlework of the girls, if in a mixed school. With a pupil-teacher in each section, the master needs not to employ, as a monitor of order (with some little modification of his duties, so as to make him little more than an observing and recording, and not a commanding officer), any agent superior to a fairly trustworthy monitor; and giving from half to three-fourths of his own time to teaching, where his services are most required, and the rest to the constant and careful inspection of his school, and to miscellaneous duties, he will have on the plan here proposed an amount of available power amply sufficient to give a vigorous elementary education to the whole of the children placed under his charge, from the youngest to the eldest.

The pupil-teachers should change sections, at such intervals as the master shall determine, not shorter perhaps than half a year; so that, on the one hand, they may be habituated to the practical training of children of every age and stage of progress, and on the other, they may have sufficient permanency of relation with the children placed under their charge to feel a proper responsibility in their regard, and to develope a course of consistent progress among them. To secure these important objects, it is equally requisite that there should be no daily re-classification of the whole school for different lessons, as for the arithmetic for instance, but only such re-classification as may be advisable within the limits of each section; with periodical examinations of the children, to advance them from one section to another, according to the general standard of their attainments. It is needless, however, to enter into further details, since these will be regulated by principles which are well known, and the special application of which, in each individual instance, must always be left to the teacher himself. (*See the first of the annexed diagrams.*)

ORDINARY SCHOOL-ROOM for 120 to 150 children, with Class-room for 40 to 50 more, as it is here proposed to arrange them.



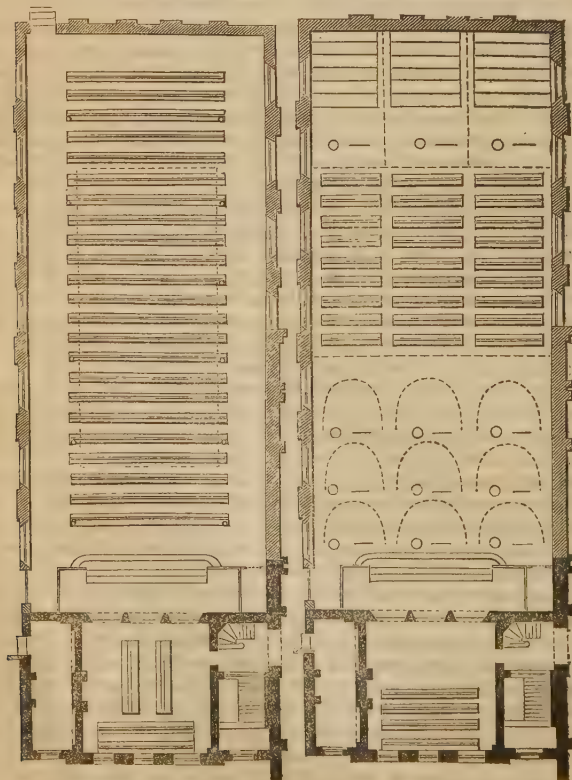
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About one third of the number in the main school-room will be in a teaching gallery, divisible, if occasionally advisable, into two portions, by a curtain advanced across the middle of it; about a third more will be seated at the writing desks, under comparatively silent individual instruction; and the remaining third portion will be at drafts beyond these again, close to the teacher's desk. From this spot, if the curtains be not advanced from the sides of the room, every face can be seen in every class, as also can those of all the children in the class-room, seated in a wide gallery of parallel desks, also divisible on occasion down the centre, and commanded by a window in the partition wall. Changes from one locality in the school to another should be effected hourly, but by time tables variously arranged according to the convenience of the teacher. A marching space of 2 feet 6 inches should be maintained round the room, and widened to 3 feet 6 inches behind the gallery, where there should be numbered pegs for the hats, &c. of the children, which they should recover in marching round. Close to the master's desk would be a large closet for books and some of the minor apparatus. The lighting would be by three windows on each side of the main room, and one on each side of the class-room; the warming, by radiation from hot-water pipes, running along troughs in the floor at the sides, having communication with the outer air; and the ventilation, by the free admission of this air somewhat warmed by the hot-water pipes, and the free emission of air by ample openings in each gable, and in the partition wall close under the highest part of the ceiling. There should be two doors into the main school-room, one into the class-room, and one between them, where indicated; and two sets of offices completely separated from each other, if the building be for a mixed school.

MODEL BOYS' SCHOOL of the BRITISH AND FOREIGN SCHOOL SOCIETY, as formerly arranged, and as it is now proposed to reconstruct it.

Old School.

Re-arranged School.



SCALE
0 10 20 30 40 50 FEET

The most appropriate employment of each element of organization, with its appropriate furniture, in the work of each lesson, needs not to be pointed out to the practical instructor, making up his time table; and yet I may mention that arithmetic might be judiciously worked at intervals with all three; the gallery for teaching principles and rules; the parallel desks for applying them in practice, upon any plan which will not allow any two to be working the same sum at the same time; and the drafts for cultivating and testing facility and dispatch, by all the children in each being required to work the same sum, turn down their slates in the order in which they complete it, and, finally, take their places, according to the results on examination. The little ones, too, it is obvious must have such a proper course of training lessons found for them as will employ part of the time devoted to grammar by the higher portions of the school in renewed application to reading, writing, or the elements of arithmetic. But if the modifications now proposed had no other result than to compel teachers really to undertake the education of this lower portion of their flock, instead of leaving it a moral waste of alternated mechanical reading and neglected writing, it would be worthy of adoption. Nor do I see why, if even without pupil-teachers, yet with a very few elder paid monitors, such as I have elsewhere ventured to recommend that their Lordships should recognize and remunerate for periods of two years only, or which the local committees themselves would find it a wise economy to employ, the whole of the British schools should not profit by the like arrangements.

Available whether with or without pupil-teachers.

Re-arrangement of the model school as an example of the new organization,

To make the large model school of the parent society an example of such organization is very easy. It has 16 pupil-teachers, and 650 children in average attendance,—400 in the large room, and 250 in the three class-rooms,—the large room requiring one monitor of order, and the class-rooms (if glazed openings be made from one to another) only one more, who will probably be an assistant teacher. With 15 pupil-teachers available for the work of instruction, it would be advisable to divide the 400 children in the large room into nine sections, each under one of them. The large room would thus present the joint action of three such local schools as I have described in outline in a single large one, which, in its integrity, will be a complete model, since the *proportions* of the smaller school are exactly preserved. I would recommend that the whole space of this large room should be treated precisely as it is suggested that the space of the smaller schools similarly proportioned should be treated, by clearing away the desks and benches in the lower or northern third of it to make floor-room for the drafts, leaving the parallel desks in the middle portion, as many as are required for the accommodation of 140 boys, and constructing against the wall, at the upper or south end of the room, three galleries of about twelve feet square, of the structure just described, facing down the room, and separated from each other, during the class work, by such curtains, running forward on iron rods, as are now let down between the sections throughout the school. These latter, which rather encumber the handsome school-room, being no longer required, may be wholly removed, excepting such portions of them as it may be deemed advisable to keep to run across it from opposite sides and meet in the centre, between each of the three main divisions; but, like those running forward to separate the several galleries, they should be withdrawn at each change of lessons; thus leaving the whole space uninterrupted, as it would be at the first opening of the school; when, there not being seat-room for all the children, there will be neither difficulty nor impropriety in their standing while the Scriptures are being read, or, as in many of the local schools, while the teacher engages in prayer with and for them. Each pupil-teacher's section would thus comprise about 44 children, and each of its three subordinate classes or drafts about 14 children; and examined at whatever period of the day, the general aspect of the school would always be the same; every chief process would be constantly in exemplification, though not with the same children; and at any time when the curtains should be withdrawn the face of every child might be seen from the teacher's desk, at the same time that it was turned towards its proper

pupil-teacher or monitor, and away from the work of every class but its own. (*See the second of the annexed diagrams.*)

The remaining 250 of the children in the model school will form six senior sections in the class-rooms, of precisely the same organization as the nine in the large room; two of these sections occupying each of the class-rooms in succession, just as three of those in the large room would occupy successively the three portions into which I have supposed it to be divided; a pair of small galleries occupying the largest or northernmost class-room, parallel desks the middle one, and monitorial classes or drafts the southernmost. Each of the sections here would thus comprise about 42 children, and each of the three monitorial drafts or classes in each 13 or 14; the remainder of the whole staff of pupil-teachers, after reserving one monitor of order, being absorbed in the management of these six sections.

This arrangement for the class-rooms is suggested, however, merely as temporary; since I venture to entertain a hope that the society will some day be enabled to re-construct them, perhaps in the character of two small model schools, for the youngest and the eldest children respectively, with an additional room, if possible, for the girls' school, to which they are contiguous.

ts improve-
ment as a
practising
school by
re-organiza-
tion.

It will be observed that the adoption of the present suggestions would in no respect injure but rather considerably improve the model school as a practising school; the amount of draft teaching, available to the pupil-teachers in the place of monitors, being in no respect diminished, while that of the gallery teaching is both increased and improved by having five small galleries constantly in use, in lieu of three, which are too large, for only a part of the day. In fact this supply of practice in gallery teaching is a desideratum in the normal school of the greatest urgency, and will thus be supplied, not only without disturbance to the ordinary course of the school but to its great improvement. Yet further, the large room as a whole, or the class-rooms as a whole, or any group of three interchanging sections as a whole (these groups being five in number), will present to the students a good model of a local working school; and I would earnestly recommend that it be a clearly prescribed part of the duty of the superintendent of the model school, in some regulated manner, not only to explain to the students the structure of the school and of the classes, but also to superintend and correct, with proper delicacy, their draft and class-teaching, and to direct their minds to observe, in the class-teaching and gallery-teaching of the pupil-teachers, the excellencies to be attained and the faults to be avoided, in making efforts of the like kind themselves; the pupil-teachers thus serving to supply that exemplar teaching which will be yet better shown forth occasionally by the superintendent himself, and the peculiar want of which was described in my first report on this school; its place being then supplied only by the teaching of common monitors.

Completion
of methods
which will
arise out
of it.

Out of these exercises and this current criticism will gradually arise a rationale of what may be called the outward or the mechanical methods of teaching, as distinguished from the logical structure and management, and the moral purpose, of the lessons, upon which the principal will have more especially to dwell. But the limits of duty between these officers will depend upon minute details, into which it would be vain for me to enter. It is quite certain, however, that there is a best method of doing the work of the gallery instruction, as well as of that carried on in the drafts, of which latter this school has always been an eminent model; and I feel confident that it is now hindered from attaining to equal eminence in the gallery teaching only by the want of proper mechanical arrangements for the purpose, such as are now suggested. When they are supplied, it will not be long before the present superintendent fills up the outline which I ventured to draw in my first report on this institution (*Minutes of 1846, Vol. II. p. 377*), and in my last report on the local schools associated with it (*Minutes of 1850-51. p. 702*).

Progress has already been made, in spite of all disadvantages, and I doubt not that the gallery management, as well as that of the drafts and parallel

desks, will soon become a perfect art, with its definite rules, more complete than any which I could lay down, though I would reiterate that all the gallery instruction should be animated by a purpose, not merely of *informing* the mind, which often permits it to be loaded with undigested terms, or pampered with merely amusing ideas, but also of *training* the intellect or the heart, or both; and when this object is kept constantly in view, it will be found advisable, with rising years, to call forth every process of reasoning, and endeavour to awaken every moral sentiment, under habitual reference to divine truth. Inquiry and analysis, under the guidance of the teacher, must be the work of the child, as well as synthesis and generalization, too exclusive a training in which entails a complacency of intelligent slowness, ill calculated to meet the realities of the unanalyzed world around it. Analogous processes are already used with reference to the *signs* of ideas in the ordinary reading and grammar classes; and in the secular lessons of the gallery they require to be employed in the formation, correction, arrangement, analysis, reconstruction, and discovery of *ideas* themselves. But where, in the highest of all teaching, even ideas are not the chief object, but merely the instruments employed to awaken, to correct, and to train the *moral sentiments* by the light of divine truth, the finest logic will be worse than wasted, unless used by a heart under the influence of religion.

It appears to me that this school would be yet further improved as a *model* school, with some benefit also to its uses as a *practising* school, if advantage were taken of the changes now suggested to restore, in one fifth of it, a body of children as youthful as any of those whom the teachers will have to educate when appointed to their local schools, and to obtain a proper treatment of whom is the greatest difficulty which an inspector has now to encounter, when endeavouring to get a due employment of the pupil-teacher force to the general elevation of a school, instead of its being absorbed in polishing off its top classes. In its present state the model school contains neither of the two lowest of the eight divisions or classes into which the reading books of the society and the manual of its system suppose that a British school, with reference to the ages and progress of the children to be found in it, will usually be divided. The re-introduction of these divisions will serve, as well as the addition of an infant school would, to train the students to the collective instruction of the more tender class of minds, with equal benefit to their moral and their logical training; and the necessity created by their presence of dealing with them in a proper manner, will at once give vigorous root to the collective instruction, by compelling its recommencement in refined and applied analysis.

One other caution, too, I would offer with reference to these changes generally; which is, to retain the *wholeness*, which has always characterized the movements of the large school-room, under the charge of Mr. Crossley, and has hence become a feature of the British system generally, since this is no mean instrument of education in itself, by accustoming the children to discipline, and to feel, at brief intervals, their entire dependence upon one centre of command. No existing opportunity of making this felt is for a moment sacrificed by the proposed modifications; and whenever the curtains are withdrawn for each change of occupation, the movements ought to be effected with at least as much of simultaneity, promptitude, and order as they have heretofore been, with the addition of such amenities of song as may consist with the views and sentiments of the managers.

The "art of teaching and governing in a school," a thorough grounding in which, as the first requisite for a practical teacher, has never been out of sight in the plans of this society, will thus, by the completion of the course of exemplar teaching, and the advancement of the pupil-teachers to their proper position of moral trust and discipline, receive that highest kind of illustration of which the want was observable even 5 years ago (*Minutes of 1846, Vol. II. p. 383, 395*), and which, notwithstanding the progress made in the interval, is still apparent, when regard is had to the improved means which have since become available to this as to the local schools.

Importance of the junior classes, and of combined movements.

NORMAL SCHOOL FOR YOUNG WOMEN.

System described five years ago virtually unchanged.

This department of the Borough Road School still enjoys the advantage of Mrs. Mac Rae's great experience and tact in its superintendence as principal; but the office of teacher of the higher class in the normal school now devolves on Miss Robinson, in place of Miss Drew, removed only by marriage; while the instruction of the lower class is still held by Miss Shepherd, who has made good use of the long period which has elapsed since I last observed her labours, and is now a very able teacher. The normal school for young women still consists of these two classes only, analogous to the old "higher" and "lower" classes of the normal school for young men. It has heretofore been found impossible, indeed, to form a "twelve months" class on this side of the house. Only one of the students at the time of my visit was proposing to stay for a whole year, and only three others would protract their studies beyond six months; while the greater number leave after still shorter terms of training; and yet 8 or 9 of these young persons, who have been out in charge of schools, and merely seized an opportunity of returning for improvement, propose at the approaching Christmas examination to offer themselves as candidates for certificates, if only for the exercise; and I believe that about half of them are qualified to succeed even beyond their own expectations.

The average number of students has recently been about 40, at present nearly equally divided between the two classes. One fourth of the number occupy apartments in the neighbourhood, provided by the housekeeper, who has home accommodation for only 30. All are completely engrossed with the work of their own classes, and of those of the model school, that they may make the best use of the too brief period allowed for their training, which does not permit a moment's regard to be given to their practical industrial training in the charge of the household. In all the matters of detail which have been described so fully in my former report, there has been no mentionable change since the date of it; and the organization, which gives to each teacher of the two sections of the normal school the entire instruction and management of her own class, is so simple as to need no elucidation beyond that contained in the following "epitome of the duties and employments of the students, and of the course pursued in each class," supplied by their several teachers, and which describes at once the attainments of the young people when they enter, and the scheme of advancement through which it is contemplated to carry them. The constant aim on this as on the other side of the house, is to realize every attainment in the class-room, by extensive and vigorous and well-observed practice in the model school, a timetable of which is added in the Appendix.

Epitome of the employments of the students.

An Epitome of the Duties and Employments of the Students in the Normal School.—Morning.—All the students are in the class-room, from 7 to 8, engaged in private studies, preparing lessons, &c. From 9 to 10½, the senior class study in the class-room, lessons in geography, history, grammar, composition, and arithmetic. From 10½ to 12, a collective lesson is given to the class by the Normal teacher, or mutual questioning under her inspection. During the whole morning, the junior class is engaged in the model school, teaching in drafts, giving instruction in needlework, and taking part in the various exercises of the school. On Tuesday and Thursday mornings, from 11½ to 1, the whole of the students are engaged in needlework, under the inspection of one of the normal teachers.

Afternoon.—The junior class study in the class-room, and from 3½ to 4, listen to the collective lesson in the gallery. During the whole afternoon, the senior class is engaged in the model school, teaching in drafts, and taking part in the various exercises of the school. In alternate weeks, the preceding order of duties is changed, substituting, in each instance, junior for senior class, and vice versa.

Evening employments for both classes from 6 to 8:—

Monday.—Grammar, composition, mental arithmetic.

Tuesday.—Lessons in drawing by a master.

Wednesday.—Practical and mental arithmetic.

Thursday.—Singing.

Friday.—Geography and history.

On Monday, Wednesday, and Friday evenings, before the students separate for other studies, a few preliminary remarks are made on the art of teaching. This subject is also continued by Mrs. M'Rae in her lectures on Saturday morning. On Saturday morning, 9½ to 11, Sacred geography and Scripture interrogatory; at 11, Lecture; and at 12, Singing.

Course of Studies in the Junior Class:—Average stay in it three months:—

Junior class
course of
instruction.

Grammar.—In this subject the class is divided into sections A. B. C:—

Section A. includes all those who have but a slight knowledge of grammar, and those who have but a verbal acquaintance with the definitions and rules, not understanding the principles of the science. These last soon get promoted into the upper section, for they pass the intermediate one very quickly. The studies in class are explanations and definitions of parts of speech. The private exercises are chiefly etymological, varied at times with very simple parsing lessons.

Section B. This division studies the more advanced sentences selected from Dr. Cornwell's Grammar, illustrating more fully than section A. the parts of speech, at the same time taking the most common rules of syntax. For private study they take similar sentences to those they have in class, or the preparation for next lesson, the subject of which is selected for that purpose by the teacher.

Section C. Those students who form this division have generally passed through the others; occasionally, however, students enter the school who have sufficient knowledge to join this section at once. The subject of study is a selection from poetry, parsed fully, in which the more difficult rules of syntax are noticed; also in this section the roots of the most prominent words are taken. Text-book, Dr. Cornwell's Grammar.

Arithmetic.—In this subject also the class is divided into three sections:—

Section A. This part of the class takes questions in the four simple rules of arithmetic, and the compound rules of addition and subtraction, with frequent lessons by the teacher on numeration, the value of numbers, &c.

Section B. The compound rules of multiplication and division, with reduction, are taken by this section. When lessons are given in numeration, &c., this part of the class joins with Section A.

Section C. This section does not always exist in the junior class, but if the students are quick, or come well informed in the principles of arithmetic, a division is formed for the practice of arithmetical proportion. Some of the students come professedly in that (proportion) and still higher rules, but being deficient in the first principles of arithmetic, they are drafted into the lower sections until they gain the requisite information, which is tested by their being required to question their fellow students.

All the divisions are at stated times combined for the exercise of mental arithmetic, to give quickness and facility to their operations in practical working.

Geography.—In this subject the class is only divided for private study. The arrangement is the following:—The lower part takes the rudiments of the science, such as geographical definitions, principal physical features of the earth, &c.; the upper part takes the geography of England in detail, general facts respecting remainder of Great Britain, the general facts of the countries of Europe. Upon these they often question in morning classes, that they may acquire the art of interrogation with ease and vigour.

History.—In the junior class, history is an occasional study, and only taken in connexion with other subjects, and in their reading lessons from the third and fourth “lesson books,” the series of historical lessons contained in which forms the course.

Particular attention is paid to *reading, dictation, and writing*, on the entrance of the students into the normal school. They are daily exercised in these important but much neglected branches of education, until such a degree of accuracy and precision is attained as will enable them to improve themselves, with occasional attention from the normal teacher.

Senior class:
course of
instruction.

Course of Study in the Senior Class.—Average stay in it three months :—

Grammar.—In this subject the class is subdivided into sections D. and E.

In section D, rules in etymology and syntax from Allen and Cornwell’s Grammar are studied progressively, and exercises written thereon. The students are removed to section E. when capable of accomplishing higher exercises.

In section E. a quotation in blank verse is given to be parsed, and the rules of syntax which are exemplified in each part are required to be written; also a clear and concise paraphrase of the whole.

This section also commit to memory the principal Latin and Greek prefixes and affixes.

The teacher’s aim during this course is, to make the students acquainted with the rules for the correct construction of sentences. Text book, Allen and Cornwell’s Grammar.

Arithmetic.—In this branch of study the class is divided into sections D. and E.

In section D, the students work questions in simple and compound proportion, and are exercised in the principles of proportion.

In section E. they are taught simple and compound interest, alternately with vulgar fractions. Sometimes there are no students in this section for several weeks, owing to the difference in the amount of attainments. Students are placed in either section, according to the amount of knowledge they possess on entering the institution. In mental arithmetic the whole class is questioned together. The object during the three months study of this subject is, to give the students a facility in working and explaining the most useful rules. Text-book, Crossley’s Calculator.

Geography.—In this subject the class is not divided into sections, but, at the commencement of the course, Great Britain in its physical features and political divisions forms the subject of study; next, the dependencies of England; following this, the countries of Europe; next, Asia generally, India more particularly; following this, America generally, the United States more particularly.

To give a clear and definite knowledge of the leading facts is the aim of the teacher in this course. In order to test individual capabilities, and to give more diversified intelligence on various subjects connected with this branch of study, the students are required to prepare lessons on different countries, and question the class thereon. Text-book, Cornwell’s Geography.

History.—In this course, the teacher’s aim is to give a knowledge of the principal dates at which leading events took place. At the commencement of this course, modern history is taken progressively during the successive reigns of the English sovereigns. The students prepare lessons on different periods, from Prince’s “Parallel History.”

General progress of the students and pupil-teachers.

Until a “twelve months” class shall be instituted, as it will in all probability at the commencement of 1852, by means of Queen’s scholars and other female pupil-teachers seeking to complete their training, so as to obtain certificates at the close of the year, the preceding outlines describe all that it is possible to accomplish; and the progress which is effected in periods so limited, through the combination of oral teaching and individual study,

led by earnest purpose, and moulded by sound discretion, is really surprising, though quite insufficient to qualify young persons so ill prepared as the majority of candidates have heretofore been, to undertake first-rate schools and the instruction of pupil-teachers. It is only about half of the better prepared and more persevering and more earnest students that attain to this standard, and leave with capacities of self-improvement which might enable them ultimately to take their certificates. The rest want solidity; and their deficiency is commonly imputed to the institution, when the fault is really in the general feebleness of female education, and the insufficient time which the young women can afford, or their patrons will allow, for remedying this defect in their particular instance.

The teaching of the lower class has now breadth and vigour, combined with the activity which it always possessed, and is therefore very good; that of the higher class is very lucid, but wants more warmth; and in both a still less proportion of time should be occupied by lessons given in turn by the students to their companions in the same class, which are very poor for the purposes of instruction, and unnecessary as a practice in teaching, if the economy, which is hereafter suggested, be effected in the resources of the model school, so as to convert the three hours and a half passed daily in its classes to their best use, in exemplar and practical draft and gallery teaching, under the constant confidential criticism of its superintendent, perpetually inspecting the work of all employed in it. When the young people are not required to address so large a gallery, and the number of galleries and gallery lessons is increased, it will then be easy to give this department of the work the higher refinement which it yet requires, to make the conveyance of knowledge in it rather the instrument of mental discipline, than the main object of the exercise; for when this is the case, the matter of the gallery lesson invariably becomes too rapid and abstract, even to be assimilated in the character of mere "information."

The pupil-teachers have made a good year's progress, and are a very valuable staff of assistants, whose moral as well as intellectual resources claim a higher exercise than in mere draft teaching, now that they form, even yet more conspicuously than in times past, a moral centre between the children and the student teachers. This larger scope for their powers will soon awaken them to whatever latent powers are yet undeveloped, and give still more of insight to their interrogatory exercises,—of active life and vigorous accuracy to their arithmetical teaching,—of neat roundness to their handwriting,—of distinct logic to their composition,—of moral coherence to their history,—of definite art to their notes of a lesson. I think it would likewise be of great advantage to them to receive a few lessons in practical geometry, and in drawing from objects, so as to render more definite their ideas of form and space, with equal advantage to their geography and their "cutting out." Neatness of hand in every respect they already possess, together with the best dispositions.

MODEL GIRLS' SCHOOL.

The superintendence of this school, since the marriage of its former able teacher, Miss Ping, has devolved upon Miss Tomlinson, also educated in the establishment. Its whole structure and methods have remained without change since the date of my last report, (Minutes of 1846, Vol. II. p. 408), and might still be described in the same terms, as also their results, which, notwithstanding the growing power of the pupil-teachers, do not appear to have relatively advanced in accuracy and vigour throughout the school. This arises from faithful adherence to the view that it is incumbent on this institution, whatever the Government and the rest of the world may be doing, to offer to the majority of the schools in connexion with it, a model of that purely monitorial organization to which the greater number of them still adhere, in the absence of all aid from Government. Consequently the whole force of the young women who are employed as pupil-teachers, is lost in the mere class-holding of the top drafts, like any other monitors, without a sufficient call upon their resources

Want of re-organization to give due employment to the pupil-teachers.

as assistant teachers, or therefore awakening in them that higher tone and more vivid interest which they ought to exhibit, while the rest of the school derives no mentionable benefit whatever from their presence. The good methods of the classes, though used with as much activity as ever, run, therefore, rather too loosely upon words and signs, in lieu of thoughts and principles, i.e. considering the power which is available for a more vigorous course. Upon the excellence of the industrial department of this school, the charm of its general tone and discipline, and the unequalled advantages which it offers to the student-teachers, it is unnecessary here to dwell, beyond referring to the terms of my report in 1846; and it must not be supposed that they are forgotten or overlooked in my anxiety to witness perfection in every department of an institution so important and influential, or, in other words, to see it a complete example of the most vigorous education for which means are now available through the aid offered by the Committee of Council, while it sacrifices no means of service to the institutions which do not yet enjoy that aid.

The changes already made in the boys' school bear ample evidence that to maintain a perfect model of monitorial draft teaching, for all that it can really accomplish, it is by no means necessary to forego a supplemental organization, to teach, by pupil-teacher agency, what merely monitorial power should never attempt, and to give a proper field of development to the moral as well as the mental capacities of the young pupil-teachers themselves. I would venture to recommend, therefore, the adoption of such a higher organization upon the basis of the present drafts in the girls' school, with no more alteration of the plan which is proposed for the boys' school, than is requisite to give the needlework its proper place. This occupies an hour and a half of each day, or one fourth of the school-time; while elsewhere it will be found to occupy 2 or 3 hours, being one third or one half of the school-time. Whatever may be the proportion of time assigned to industrial occupations of this kind, it will be best to have it taken by the whole school at once, since in giving out work, supplying materials, &c., to any one section of it, there must be a passing to and fro, and an occupation of the teacher's attention, even with very good order, which would be detrimental to the simultaneous progress of any sections otherwise engaged. The teaching of needlework, being a process of individual instruction, requires, essentially, only seating, with good access for the teacher; and the galleries and parallel desks which I have supposed to occupy two thirds of a school-room in the new arrangements, would be as conveniently available for the needlework, as for their other uses. For the lower third of the children,—the little ones,—there should be, during this exercise, some moveable forms in the front area (devoted at other times to the reading lessons) to be put back, when no longer wanted, to the front of the parallel desks; and some will perhaps be required also between these and the galleries, which may afterwards be placed forward towards the same; but in the Borough Road School little of this provisional accommodation will be required for any attendance that I have ever witnessed in its girls department, in addition to the usual seating, and that in its classroom. When the needlework is not in hand, the accommodation required would be precisely the same as in the boys schools, such as we have imagined them, with one third of the space always occupied by reading drafts in front, another third occupied by parallel desks for writing, &c., and the remaining third by a gallery or galleries for collective instruction.

For all but the industrial instruction I would recommend precisely the same organization of the girls' as of the boys' British schools, so that one of 120 to 140 children should form its 3 sections of 40 to 45 each, permanently in charge of 1 pupil-teacher, but subdivisible into 3 monitorial drafts or classes. With 450 children on the books and about 400 in average attendance, the Borough Road Girls School would form 3 such schools, and thus employ in its sections 9 pupil-teachers; leaving out of the 12 that are placed in it, one to be a monitor of order, one to have the general

Should be effected as in the boys' school, except as to the industrial instruction.

charge of the materials, &c. of the industrial department, and one to be keeper of the books and apparatus, and see to the perfect order of all *material* details in the school-rooms; offices, which, like the charge of the several sections, should be held for terms long enough to enforce a sense of responsibility, and render a proper discharge of their duties a fixed habit; while each one intrusted with the management of a section should remain in charge of that section through all its exercises, including even the needlework, so as to become sensible that for the time being, it is *their* school, and that the children in it are *their* children, in whose conduct, progress, and discipline their own credit and feelings are involved.

The girls' school-room being of precisely the same width as the boys', though not so long, it is requisite, to provide appliances for this addition to the old monitorial organization, merely to clear away part of the parallel desks in the northern or front part of the room; to leave those desks as they stand in the middle of the room, except that one or two narrow passages might, for convenience, be cut through their centre, so as to form them into shortened groups; and to construct 3 small teaching galleries of 12 feet square at the back or southern end of the room, as in the boys' school. This provides for the exercise of all the duties of instruction in the one main school-room, divisible, as I have imagined that of the boys to be, during the intellectual teaching, though not during the needlework, by merino curtains, between each gallery and between each of the three main divisions of the school-room, but again thrown into one at each change of lessons. Such will still be the *necessity* of many local schools; but the model school enjoys the luxury of a class-room, which would always accommodate a whole third of the needlework, and one of the three sections whose turn it might be to receive gallery instruction during the rest of the day,—to the special comfort and convenience of the student-teachers in the normal school, whether practising or criticising. The advantages which they, as well as the children, would derive from the improved examples in the "art of teaching and governing in a school," which these new arrangements would altogether offer (especially in the collective instruction, where it is particularly needed,) will be at least as great here as in the boys' school; and for the reasons mentioned in my notice of that part of the institution, it would, I think, be very desirable to have re-introduced into the girls' school, as well as into the boys', a section of children of the early ages contemplated to form the first and second of the 8 classes which their old system, and their present books, and the future expectations of their students, and the actual experience of society, equally contemplate.

CONCLUSION.

The multifariousness of the services required from this double normal institution of the British and Foreign School Society, combined with the brief stay and irregular entry of the student teachers, has always rendered its offices so anxious and laborious, for the sake of such incomplete results, when measured by any high abstract standard, as to be disheartening to any but the most faithful labourers in a cause not limited to temporal interests; and their distractions have for the present been only increased by the existing transitional state of things, which still further augments the fatigue, always great, of instructing minds by no means accustomed to systematic self-exertion. Yet any candid and close observer must be struck with the character of applied ability, thoughtfulness, and energy with which the young men generally leave this institution, as compared with the range of their available powers when they entered it, while there is every reason to hope a blessing upon their labours through their animation by a spirit of unaffected piety. The means by which this institution attains this remarkable success, next to the guarantees which it requires for religious motives in the young students, appear to me to be chiefly its singularly vigorous course of training, not only in the elements of mathematics, but also in the verbal,

Conclusion.

grammatical, and logical structure of the English language; its employment of able oral instruction in classes, and close individual study in books, in due alternation, in every branch of study; and withal its faithful and persevering subordination of the character of the *student* to that of the *teacher*, by a daily realization of every growing power through its practical use in class and gallery teaching in the model school. These, humanly speaking, are elements sufficient to make the fortune of any normal school; and I trust their predominance will never be weakened; for the "reality" of character which they give to the training in this institution, goes far even to compensate for the absence of express industrial training, which is not, indeed, so much wanted for the schools of the well-conducted artisans and labourers of the towns, as for those of the pauper children of the country generally, and the criminal and vagrant children of our crowded cities in particular.

Finally, having due regard to the progress which is still making in the work of national education, by the united efforts of all parties to employ the aid offered by your Lordships to the best advantage, I would, for the various reasons already mentioned, intreat of the committee of this great institution to receive in good part my suggestion of a revision, in the coming year, of both the male and female departments of it, with a view,—

1. To increase the moral strength at the head of each department, by the residence on the premises, if not of the principal of each, then of the next most responsible teacher of the students who is in constant and influential relation with them, and especially with the senior classes, whose tone and example will give the moral standard to all the rest, in lieu of any curator or housekeeper being ever, either ostensibly or virtually, intrusted with such a moral charge.

2. To give a marked development to the "twelve months" class in the male department, and to institute a like class in the female department, to receive the pupil-teachers who are now coming out of their apprenticeships, and part of whom will come into these classes with exhibitions in the form of Queen's scholarships; while the whole will form a staff of superior permanence, capable of being employed, like the pupil-teachers, in a definite position in the model schools, and especially in the exemplification of improved gallery instruction.

3. To a commensurate augmentation of the teaching power:—in the male department, in part, by obtaining, if possible, yet more of the valuable services of the present principal; and in the female department, by introducing properly regulated instruction in several branches by male teachers of approved ability and character.

4. To some further economy of the time employed by the students in the model schools, to render that which is spent in them of the highest possible value to the teachers and the taught, and the little which can wisely be economised from attendance in them available, partly to the extension of the Biblical course, and partly to an elementary study of the Latin language.

5. To a further enlargement of the moral responsibilities, and completer recognition and definition of the moral position, of the pupil-teachers in the model schools; which, if they are fit for the position due to them, will contribute greatly to the happy tone of the whole institution.

6. To a reconstruction of the model schools, once for all, according to the plans now suggested by an anxious local experience of the capacities and wants of the British schools, under the stimulus applied by the Government aid; a plan in which I cannot conceive that any fundamental change would be required for a whole generation, and one which will increase their value equally, whether as model schools, as practising schools, or as places of education for the vast body of children of whom they take charge.

7. To a careful revision of the time-tables and courses of study for the children in these schools, in accordance with the plans thus offered, which have for their main purpose the employment of all the increasing power given to the schools, rather to invigorate the *education*, than to hasten the

speed or elevate the range of the technical instruction, which is given in them.

The peculiar circumstances which have characterised the history of popular education during the last few years, and my own active though humble duties amidst them, will, perhaps, plead sufficient excuse for the freedom of these suggestions, which are made under an anxious sense of responsibility, balanced by an equal solicitude to leave unused no opportunity which my duties afford me of advancing, in however small a degree, the cause of Christian education, in which the gentlemen supporting this institution have so long and so far preceded me.

Since I commenced this report I have been informed that, with a view to concentrate their efforts, and meet with the more case all new demands upon the central schools, the committee of this society have determined to relinquish for the present their branch school at Bristol. This has heretofore been employed in the education of a provincial duplicate of the "lower class," already described in the Normal School for Young Men, which made use of the excellent Red Cross Street Schools in Bristol for the purposes of practice, and pursued its course under the experienced guidance of Mr. Saunders, who formerly conducted the lower class in the Borough Road School. Under these circumstances, it will be deemed a proper course, I doubt not, to omit all details concerning this branch institution from the present report, and simply transmit my data respecting it, in manuscript, to your Lordships' department.

I have the honor to be, &c.

The Right Honorable

JOSEPH FLETCHER.

The Lords of the Committee of Council on Education.

APPENDIX.

I.—OCCUPATION OF TIME in each Class of the NORMAL SCHOOL for YOUNG MEN.

- | | | | |
|------------------------------|---|---|--|
| 1. Dr. Cornwell | - | - | Principal. |
| 2. Mr. Robert Saunders | - | - | Biblical Tutor. |
| 3. Mr. Joshua G. Fitch, B.A. | - | - | Mathematical Tutor, and Teacher of Elocution. |
| 4. Mr. McCulloch | - | - | Professor of Writing and Practical Arithmetic. |
| 5. Mr. Dicksee | - | - | Drawing Master. |
| 6. Mr. Runtz | - | - | Singing Master. |
| 7. Mr. Alfred Smith | - | - | Curator. |
| 8. Serjeant Batchelor | - | - | Drill Master. |

* * The number affixed to each class shows by whom it is conducted. Classes marked thus * meet for the preparation of lessons, and are under the charge of one of the senior students.

Time.	Lower Class.	Higher Class.	Twelve-months Class.
MONDAY.			
Morning - 6½ to 7½ 7½ to 8 9 to 10 10 to 11	Private study	Grammar*	Grammar.*
	-	Private study	Private study.
	Practice in school	Scripture history (2.)	Scripture history (2.)
	-	Private study	English composition (1.)
11 to 12	-	English composition (1.)	Private study.
Afternoon - 2 to 3 3 to 3½ 3½ to 4	Geography (3.)	Practice in school	Practice in school.
	Etymologies (3.)	-	-
	-	Lesson under observation (1.)	Lesson under observation (1.)
	Principles of arithmetic (3.)	Critical observations (1.)	Critical observations and lecture (1.)
Evening - 6 to 7 7 to 8½ 8½ to 9½	Writing (4.)	English grammar (3.)	Private study.
	7½ to 8½ arithmetic (4.)	Principles of arithmetic (3.)	Higher mathematics (3.)
	Private study	Private study	Private study.
	-	-	-
TUESDAY.			
Morning - 6½ to 7½ 7½ to 8½ 9 to 10 10 to 11 11 to 12	Private study	Grammar*	Grammar.*
	-	Private study	Private study.
	Practice in school	Etymologies (1.)	Mechanics (3.)
	-	Mechanics (3.)	English language (1.)
	-	Physical science (3.)	English literature (1.)

Time.	Lower Class.	Higher Class.	Twelve-months Class.
Afternoon - 2 to 3½	English composition (1.)	Practice in school -	Practice in school.
3½ to 5	Practice in school.	—	—
Evening - 6 to 7½	Elocution (3.)	Singing (6.) -	Singing (6.)
7½ to 8½	Singing (6.)	Elocution (3.) -	Elocution (3.)
8½ to 9½	Private study	Private study	Private study.
WEDNESDAY.			
Morning - 6½ to 7½	Grammar* -	Private study -	Private study.
7½ to 8	Private study.	—	—
9 to 10	Practice in school -	Geography (3.) -	Geography (1.)
10 to 11	-	Geometry (3.) -	Examination (1.)
11 to 12	-	Algebra (3.) -	English history (1.)
Afternoon - 2 to 2½	English history (1.)	Practice in school -	Practice in school.
2½ to 3½	English grammar (1.)	—	—
3½ to 4	Lesson under observation (1.)	Lesson under observation (1.)	Lesson under observation (1.)
4 to 5	Critical observations and lecture (1.)	Critical observations and lecture (1.)	Critical observations and lecture (1.)
Evening - 6 to 7½	Drawing (5.)	Mensuration (3.) -	Higher mathematics (3.)
7½ to 8½	Elocution (3.)	Drawing from models (5.)	Drawing from models (5.)
8½ to 9½	Private study	Private study	Private study.
THURSDAY.			
Morning - 6½ to 7½	Private study	Grammar* -	Private study.
7½ to 8	-	Private study.	—
9 to 10	Practice in school -	-	Ancient history, Greece and Rome (3.)
10 to 11	-	Mental arithmetic (3.)	Mental arithmetic (3.)
11 to 12	-	Private study	Physics (3.)
Afternoon - 2 to 2½	Geography (3.)	Practice in school -	Practice in school.
2½ to 3½	English composition (3.)	—	—
3½ to 4	Lesson under observation (1.)	Dictation (3.)	Private study.
4 to 5	Critical observations and lecture (1.)	Miscellaneous exercises (3.)	Miscellaneous exercises (3.)
5 to 5½	Singing* -	Singing* -	Singing.*
Evening - 6 to 6½	Writing (4.)	English grammar (1.)	Private study.
6½ to 7½	-	Private study	English history (1.)
7½ to 8½	Arithmetic (4.)	Private study	Popular astronomy (1.)
8½ to 9½	Private study	Private study	Private study.
FRIDAY.			
Morning - 6½ to 7½	Grammar* -	Private study -	Private study.
7½ to 8	Private study.	—	—
9 to 10	Practice in school -	Elocution (3.) -	Elocution (3.)
10 to 11	-	Land surveying (3.)	Land surveying (3.)
11 to 12	Practice in school -	Scripture history (2.)	Algebra (3.)
Afternoon - 2 to 3	Elocution (3.)	Practice in school -	Practice in school.
3 to 3½	Dictation (3.)	—	—
3½ to 4	-	Lesson under observation (1.)	Lesson under observation (1.)
4 to 5	Principles of arithmetic (3.)	Critical observations and lecture (1.)	Critical observations and lecture (1.)
6 to 7½	Drawing (5.)	Examination (1.)	Private study.
7½ to 8½	General examination (1.)	Drawing, designing, and mapping (5.)	Drawing, designing, and mapping (5.)
8½ to 9½	Private study	Private study	Private study.
SATURDAY.			
Morning - 6½ to 7½	Private study	Mental arithmetic*	Mental arithmetic.*
7½ to 8	-	Private study	Private study.
9 to 10½	Writing (4.)	History and etymologies (3.)	Writing and book-keeping (4.)
10½ to 12	Scripture history (2.)	Writing and book-keeping (4.)	Geometry, &c. (3.)
12 to 1	Drill	Drill (8.)	Drill (8.)

II.—COURSE OF STUDY in each Class of the NORMAL SCHOOL for YOUNG MEN.

Subjects.	Lower Class.	Higher Class.	Twelve-months Class.
Elocution	3d Lesson-book and Bible	Allen's Selection of English Poetry	Allen's Selection of English Poetry.
Writing	—	—	—
Orthography (where needed)	—	—	—
Arithmetic	Practical; to page 65 of the Calculator. Principles: De Morgan to p. 65.	Calculator. De Morgan's Principles. Course of Mental Arithmetic. 1st Book in Potts's Euclid	Euclid, Six Books, with part of Eleventh. Invention and Evolution. Surds. Quadratics of two unknown quantities. Permutations and combinations.
Geometry	—	Addition, subtraction, multiplication, and division, together with simple equations; Ball.	Solution of all plane triangles. Use and application of logarithms. Demonstration of rules of measurement. Hopkins's Elements; Tate's Geometry; and Table of Formulae from Lardner.
Algebra	—	Tate's Geometry, to the commencement of all regular superfluities.	Lectures: Herschel, &c.
Mensuration and Trigonometry	—	—	Tomlinson's Mechanics; Newth's Mechanics; Tate's Industrial Mechanics; Lectures on portions of optics and acoustics.
Astronomy	—	—	Grammatical and Logical Analysis. Lectures on the History, Structure, and Relationship of the Language. Incidental Exercises in Etymological Analysis.
Physics	—	—	Synthesis and Relationship.
English grammar	Etymology, to p. 65. of Allen and Cornwell's Grammar. Formation of words. English derivatives from Latin root-words, p. 84 to 95.	Syntax and formation of words. Greek derivatives. Anglo-Saxon list of root-words. Grammar, p. 100 to 160, and p. 40 to 83. Parsing, grammatical and logical.	Paraphrases. Abstract of Principal's lectures on pedagogy. Notes for collective lessons. Essays, chiefly on matters of education.
English composition	Construction, &c. of simple sentences: the Young Cmposer, to p. 35. Abstract of Principal's Wednesday afternoon's lecture on pedagogy.	Analysis and construction of complex sentences. Exercises in variety of construction, to p. 120 of Young Composer. Abstract of Principal's lectures on pedagogy.	Course of mathematical and physical geography, on the text published by the Society for Diffusion of Useful Knowledge. Countries in full not previously learnt. Cornwell's Geography.
Geography	Meagre outlines of mathematical and physical geography. Physical geography of Europe. Geography of England in full. Cornwell's Geography, to p. 64.	Physical features of Asia, Africa, America, and Oceania, with Scotland and Ireland in full.	Keightley's History, 2 volume edition; Hallam's Constitutional History; and Palgrave's Anglo-Saxons, Kitto's Palestine.
English history	To close of Richard II.'s reign	From Richard II.	The Instructor, with references to Dr. Schmitz's Rome and Keightley's Greece. Map and model. Designing. Elements of perspective.
Scripture history and geography	—	M'Leod and Kitto	—
Ancient history	—	—	—
Drawing	—	Map and model. The simple elements for designing.	—
Vocal music.	—	—	—
Examination	—	Inspection of drawings, diagrams, and all written exercises.	All exercises, drawings, and writings of every description looked over by the Principal during one hour in each week.

III. DAILY ROUTINE in the MODEL PRACTISING SCHOOL for YOUNG MEN.

MORNING.		AFTERNOON.	
Lower School.	Upper School.	Lower School.	Upper School.
9 Assemble.		2 Assemble.	
9 School opened by the reading of a portion of the Holy Scriptures.		2 to 2½—Room 2. Writing lesson.	Read daily lesson-books, Nos. 3 and 4, Explain and analyse.
9 to 9½—Room 2. Scripture lessons : Monday, Wednesday, Friday. Reading Scripture cards : Tuesday, Thursday.	Read Scriptures : Monday, Tuesday, Thursday. Collective Scripture lessons : Wednesday, Friday.	Room 3. Analysis of morning's reading lesson and spelling.	Natural philosophy, Monday. Names called, absentees sent after.
Room 3. Ditto do.	Call names, and send after absentees.	2½ to 3¼—Room 2. Analysis, secular lesson book, and spelling.	Mental arithmetic : Monday, Wednesday, Friday.
9½ to 10½—Room 2. Draft arithmetic : Monday, Wednesday, Friday. Collective lessons on principles of arithmetic : Tuesday, Thursday.	Grammar and composition : Monday. Collective lesson : Wednesday and Friday. Class ditto, English history : Tuesday, Collective lesson. Thursday, Class ditto.	Room 3. Writing lesson.	Etymology : Tuesday and Thursday.
Room 3. Ditto ditto.		3¼ to 4—Room 2. Exercise and gallery lesson.	Writing in copy-books.
Room 3. Ditto ditto.		Room 3. Ditto - ditto.	
10¼ to 11¼—Room 2.—Exercise, Reading and explanation of daily lesson-books, Nos. 1, 2.	Geography ; class lesson, Monday, Tuesday. Collective lesson : Wednesday. Collective lesson on natural history : Thursday and Friday.	4 to 5—Room 2. Spelling : Monday and Thursday. Commandments : Tuesday. Tables : Wednesday, Friday.	Dictation, and oral spelling. Junior and senior singing class.
Room 3. Reading and explaining the Sequel and daily lesson-book, No. 2.		Room 3. Spelling : Monday and Thursday. Commandments : Tuesday. Tables : Wednesday, Friday.	<i>Note</i> .—The last exercise omitted during the winter months, in both lower and upper schools.
11¼ to 12 —Room 2. Gallery lesson	Written arithmetic, with lessons on principles.		
Room 3. Exercise and gallery lesson.	Examination of home exercises.		
	Dismiss.		Dismiss.

SPECIAL CLASSES of the MODEL PRACTISING SCHOOL for YOUNG MEN.

Time of meeting.	Front Class-room.	No. 1. Class-room.
MORNING.		
9 to 9½	Scripture. Animal, crayon, and landscape drawing.	History, geography, and chronology.
9½ to 10½	Grammar. Model and object drawing.	
10½ to 11½	Mental arithmetic. Pen and ink and map drawing.	
11½ to 12	Arithmetic, mensuration, Euclid, and algebra.	
AFTERNOON.		
2 to 2½	Practical geometry Architectural drawing	Natural philosophy: Monday, Wednesday, Friday.
	Design drawing: Tuesday, Thursday.	Natural history and botany: Tuesday, Thursday.
3½ to 4	Writing and book-keeping.	Vocal music, upper class, every day except Tuesday.
4½ to 4¾	Vocal music, upper class, every day except Tuesday.	

IV.—OCCUPATION of TIME in both the UPPER and LOWER CLASSES of the NORMAL SCHOOL for YOUNG WOMEN.

Time.	A.M.	Occupations.
Monday.	7 to 8	Readings in prose and poetry, with practical interrogative exercises.
	9 to ½ p.	10 Practical monitorial teaching in the model school.
— ¼ p.	10 to 12	Needlework, and art of teaching it in the model school.
— "	12 "	Gallery lesson in the class-room.
— "	12 to 1	Out-door exercise.
	P.M.	
—	2 to 3	Scripture class and interrogation.
—	3 to 4	Simultaneous lessons in the gallery class-room.
—	4 to 5	Art of teaching.
—	6 to 7	Grammar and dictation.
—	7 to 8	Composition.
	A.M.	
Tuesday.	7 to 8	Writing and orthography.
—	9 to ½ p.	10 Practical monitorial teaching.
— ½ p.	10 to 12	Needlework, and art of teaching it in the model school.
—	12 to 1	Sewing.
	P.M.	
—	2 to 3	Scripture class and interrogation.
—	3 to 4	Simultaneous lessons on objects, &c. in the gallery class-room.
—	4 to 5	Art of teaching.
—	6 to 7	} Model drawing and designing.
—	7 to 8	
	A.M.	
Wednesday.	7 to 8	Readings, prose and poetry, with exercises.
—	9 to ½ p.	10 Practical monitorial teaching.
— ½ p.	10 to 12	Needlework, and art of teaching it in the model school.
—	12 to 1	Out-door exercise.

P.M.

<i>Wednesday.</i>	2 to 3	Scripture class interrogation.
—	3 to 4	Simultaneous lessons on objects, &c. in the gallery class-room.
—	4 to 5	Art of teaching.
—	6 to 7	Practical arithmetic.
—	7 to 8	Mental arithmetic.

A.M.

<i>Thursday.</i>	7 to 8	Writing and orthography.
—	9 to $\frac{1}{2}$ p. 10	Practical monitorial teaching.
— $\frac{1}{2}$ p.	10 to 12	Needlework, and art of teaching it in the model school.
—	12 to 1	Sewing.

P.M.

—	2 to 3	Scripture class and interrogation.
—	3 to 4	Simultaneous lessons on objects, &c. in the gallery class-room.
—	4 to 5	Art of teaching.
—	6 to 7	Singing, junior.
—	7 to 8	Singing, senior.

A.M.

<i>Friday.</i>	7 to 8	Readings, prose and poetry, with exercises.
—	9 to $\frac{1}{2}$ p. 10	Practical monitorial teaching.
— $\frac{1}{2}$ p.	10 to 12	Needlework, and art of teaching it in the model school.

P.M.

—	2 to 3	Scripture class and interrogation.
—	3 to 4	Simultaneous lessons on objects, &c. in the gallery class-room.
—	4 to 5	Art of teaching.
—	6 to 7	General remarks on collective teaching.
—	7 to 8	History and geography.

A.M.

<i>Saturday.</i>	9 to 10	Scripture history and sacred geography.
—	10 to 12	Special instruction in the British system of education under the superintendent.
—	12 to 1	Singing.

* * It is only half the students, the senior and junior classes alternately, who are engaged in the management of the needlework in the morning. In alternate weeks they study, instead, subjects selected from the lesson-books.

V.—DAILY ROUTINE in the MODEL PRACTISING SCHOOL for YOUNG WOMEN.

Monday morning.

9 till 9 $\frac{1}{4}$	Scriptures read by the teacher to the whole school.
9 $\frac{1}{4}$ till 5 min. 10	Reading, with interrogation and spelling, from lesson-books, in drafts in the school-room.
5 min. 10 till 10 $\frac{1}{4}$	English history in the drafts.
10 $\frac{1}{4}$ till $\frac{1}{2}$ 12	All the girls employed in needlework (excepting the junior children who are in the gallery, where they learn the first operations of needlework until $\frac{1}{2}$ past 11 o'clock, when they receive a short gallery lesson, at the same time that the seniors, without quitting their work, receive a simultaneous lesson in domestic economy).
$\frac{1}{4}$ to 12	The girls are preparing to go home.
12 till 1	Lesson on dictation given in the gallery to the monitors and girls training for monitors.

Monday afternoon.

2 till $\frac{1}{2}$ 3 Reading in the Scriptures, with interrogation.

20 min. 3. Third and fourth classes go in the gallery to receive a collective lesson from one of the students in the Normal School.

3 till 3 $\frac{1}{2}$ Seniors write on slates on the desks.

3 $\frac{1}{2}$ till 4 Cipher in their drafts.

4 till 4 $\frac{1}{2}$ Scriptures read to whole school by teacher.

Tuesday morning.

9 till 9 $\frac{1}{2}$ Scriptures read by teacher to the whole school.

9 $\frac{1}{2}$ till 5 min. 10 Reading, with interrogation and spelling, from the lesson-books, in drafts in the school-room.

10 $\frac{1}{2}$ till $\frac{1}{2}$ 12 All girls employed in needlework, the same as on Monday morning.

$\frac{1}{2}$ to 12 Girls prepare to leave.

12 till 1 Lesson on modern geography given in the gallery to monitors and girls training for monitors.

Tuesday afternoon.

2 till $\frac{1}{2}$ 3 Scripture reading, with interrogation.

20 min. to 3 Third and fourth classes go in the gallery to receive a collective lesson from one of the students in the Normal School.

$\frac{1}{2}$ 3 till 4 Seniors go to their seats, and write in copybooks.

4 till 4 $\frac{1}{2}$ Scriptures read by teacher to whole school.

Wednesday morning.

9 to 9 $\frac{1}{2}$ Scriptures read by teacher to the whole school.

9 $\frac{1}{2}$ till $\frac{1}{2}$ 10 A collective lesson given in the gallery by one of the pupil-teachers to a section of girls from school-room.

$\frac{1}{2}$ 10 till 10 $\frac{1}{2}$ Another collective lesson given by a different pupil-teacher to another section of girls. During this time the remaining girls in the school-room, from—

9 $\frac{1}{2}$ till 5 min. 10, are being examined in reading, with interrogation and spelling, from the lesson-books, in their drafts.

5 min. 10 till 10 $\frac{1}{2}$ Natural history in drafts.

10 $\frac{1}{2}$ till $\frac{1}{2}$ 12 All girls employed in needlework, as on Monday morning.

$\frac{1}{2}$ to 12 Girls prepare to go home.

12 till 1 Lesson on natural history given in the gallery to the monitors and girls training for monitors.

Wednesday afternoon.

2 till $\frac{1}{2}$ 3 Scripture reading, with interrogation, in the gallery. At this time the highest class of singing meets.

20 min. 3 Third and fourth classes go in the gallery to receive a collective lesson from one of the students in the Normal School.

3 till 3 $\frac{1}{2}$ Seniors write on slates on the desks.

3 $\frac{1}{2}$ till 4 Girls cipher in their drafts.

4 till 4 $\frac{1}{2}$ Scriptures read by teacher to whole school.

Thursday morning.

9 till 9 $\frac{1}{2}$ Scriptures read by the teacher to the whole school.

9 $\frac{1}{2}$ till $\frac{1}{2}$ 10 A collective lesson given in gallery by one of the pupil-teachers to a section of girls from school-room.

$\frac{1}{2}$ 10 till 10 $\frac{1}{2}$ Another lesson given by a different pupil-teacher to another section of girls. During this time the remaining girls in the school-room, from—

9 $\frac{1}{4}$ till 5 min. 10, are being examined in reading, with interrogation and spelling, from the lesson-books, in drafts.

5 min. 10 till 10 $\frac{1}{4}$ English grammar in drafts.

10 $\frac{1}{4}$ till $\frac{1}{4}$ 12 All girls engaged in needlework, as on Monday morning.

$\frac{1}{4}$ to 12 Girls prepare to go home.

12 till 1 Lesson, either on English history or English grammar, given in gallery to monitors and girls training for monitors.

Thursday afternoon.

2 till $\frac{1}{4}$ 3 Scripture reading, with interrogation. During this time a class of girls which have been selected from those in the school-room meet in the gallery for an elementary lesson on singing.

$\frac{1}{4}$ 3 till 4 Girls write in copybooks.

4 till 4 $\frac{1}{4}$ Scriptures read by teacher to whole school.

Friday morning.

9 till 9 $\frac{1}{4}$ Scriptures read by teacher to whole school.

9 $\frac{1}{4}$ till 5 min. 10 Reading, with interrogation and spelling, from lesson-books, in the drafts.

5 min. 10 till 10 $\frac{1}{4}$ Sacred geography, in drafts.

10 $\frac{1}{4}$ till $\frac{1}{4}$ 12 All engaged in needlework, as on Monday morning.

$\frac{1}{4}$ to 12 Girls prepare to go home.

12 till 1 Scripture class in the gallery for the monitors and girls training as monitors.

Friday afternoon.

2 till $\frac{1}{4}$ 3 Scripture reading, with interrogation.

$\frac{1}{4}$ 3 till 3 $\frac{1}{4}$ Girls write on slates on the desks. Classes then go out in drafts for mental arithmetic or dictation.

Saturday morning.

9 $\frac{1}{2}$ till 1 The monitors class meets for writing, arithmetic, reading, and to be instructed in the mode of questioning their classes.

The General Routine of Instruction as carried out in each Class.

The two youngest classes contemplated by the system are not exemplified in the model school.

Class 3.

In the drafts of this class they teach reading in an elementary form, spelling, and tables, varied with lessons on Scripture history and objects. Moral lessons at stated times are given to this class. They practise writing on slates, and are taught the value of numbers and notation.

Class 4.

In this class the children read the first lessons in the second lesson-books, advancing in spelling as they do in reading. The interrogation upon the lessons of this book develops more, and involves more information, than the interrogation upon the first. They receive lessons on Scripture events and characters, natural history and objects. Moral lessons are also given to them. They are exercised in tables and easy questions in mental arithmetic. Most of them practise writing on slates (with the exception of a few who write *also* in copybooks). These also learn notation and the value of numbers.

Class 5.

The reading of this class extends *through* the lessons of the second book; spelling closely following it. This class reads Scripture from the society's selections. Suitable interrogation is made on both books. The lessons given embrace the same subjects as those to the fourth class, together with easy definitions in grammar and geography. Tables and mental arithmetic are also carried out in a (still simple, but) more advanced form.

Class 6.

The children of this class read from the sequel lesson book, which contains lessons requiring more expression than those in the second, being a step from the second to the third; it also embraces a wider range of information. They receive lessons on the same subjects as those of the fifth class, together with a few easy lessons in English history and in geography, advancing, with definitions, to a few particulars of their own country. In grammar they learn definitions, or determine the class of given nouns and adjectives. They are also exercised in tables and mental arithmetic.

Class 7.

The girls in this class read and spell from the third lesson book, which contains pieces in prose and poetry, selected for the purpose of giving them expression and emphasis in that exercise. They are questioned on the subjects in the lessons, which embrace general knowledge, and moral lessons, adapted to the age of the children reading them, as self-conceit, care of clothes, industry, &c. They are also questioned on the meanings of the words employed, for which they have to find others expressing the same sense. They receive more advanced lessons than those in the former class, on grammar, history, and geography; the latter embracing their own country, Palestine, and the situation of foreign parts. These girls write on slates passages dictated by the monitor, and are exercised in tables and mental arithmetic.

Class 8.

The girls in this class read from the third and fourth lesson book, the latter being a series of lessons on general history, geography, and the arts and sciences. Suitable interrogation follows these lessons. They also spell from these books, and learn the roots of prominent words. They receive lessons on history, sacred and modern, geography and grammar. The highest drafts of this class parse sentences as a weekly exercise. Lessons are dictated to them, which they write on slates.

All the children in the afternoon read from Scripture, after which they are interrogated upon it.

In arithmetic they are reclassified according to their ability; great difference marking the comparative progress in this as in other studies, until by constant practice they understand the principles of the art.

REPORTS ON NAVAL SCHOOLS.

Report on the Central School of Mathematics and Naval Architecture in Her Majesty's Dockyard, Portsea; by the Rev. HENRY MOSELEY, M.A., F.R.S., Corresponding Member of the Institute of France, &c.

MY LORDS, *of the Admiralty* March 1852.

IN compliance with your instructions I visited the central school of mathematics and naval construction in Her Majesty's dockyard at Portsea, on the 12th of May, and devoted that and the two following days to an examination of the students, and of the 9 candidates for admission to it, who had been selected in accordance with the Admiralty circular of December 1850 (see page 439 of this volume), by competition with the other apprentices of their several dockyards, and from whom 4 were now to be selected by competition with one another.

Number of students. The number of students resident at the time of my examination was 16. Seven of these would complete the third year of their residence in the following month of June, and the remaining 6 their second year. None having been admitted at the preceding year's examination, none were resident, of less than 2 years standing.

Subjects of instruction. The first division—being those who were completing their third year—had received instruction in the following subjects since the previous Midsummer examination:—

Butler's Analogy of Natural and Revealed Religion, Part II.; Pearson on the Creed, the last four Articles; Dynamics and Dynamical Problems, including D'Alembert's Principle, and the Problems which are deduced from it; Hydrostatics and Hydrodynamics, including Resistances; De Pambour's Theory of the Steam Engine; The Marine Engine, by Professors Main and Brown; Hann on the Steam Engine; Moseley's Strength of Materials; The Indicator and Dynamometer; The Stability and Time of Oscillation of Vessels. (MS.)

The students of the second division, being those completing their third year, had read:—

Butler's Analogy, Part I.; Pearson on the Creed, the last four Articles; Bushby's Essay on the Human Mind, and Logic; Hall's Differential and Integral Calculus; Descriptive Geometry; Mechanics, including the Theory of Couples, and the Dynamics of a Rigid Body.

Questions proposed to the students and candidates. I append copies of the scientific questions which I proposed to be solved by the students (Appendix A). I append also copies of the questions proposed to the candidates for admission to the school (Appendix B). It was the object of the questions proposed to the students to ascertain *first*, whether they had clear conceptions of those fundamental principles of mechanical science which are applicable, directly or indirectly, to naval construction; and *secondly*, whether they could apply these principles, with such facility and precision as might reasonably be expected, to the practice of naval construction; *thirdly*, to test the character and extent of their general mathematical attainments.

The difficulty of applying mathematical principles to questions of practice. I have in former reports called your Lordships' attention to what appears to me the erroneous impression,—that all which is required from institutions of this class is to give to the students scientific principles, and to leave the subsequent application of them to themselves; thus simply transferring to them the most difficult part of the undertaking. In almost every case the application is a matter of extreme delicacy, in which comparatively few persons have succeeded, and for the attainment of facility and precision in which, a special education is requisite.

It is for this end that schools called "schools of application" have of late years been created in various parts of the continent of Europe; and it was with a special view to this object as it regards naval architecture that the central school of mathematics and naval construction was established.

Of the mathematical qualifications of the Rev. Dr. Woolley the principal of the school, it would be presumption in me to speak—they are attested by his high university honors. To the zeal and ability with which he has sought to apply the resources of mathematical science to practical results as connected with naval architecture, I may, however, perhaps be permitted to bear testimony. In the excellent work which he published in the year 1850 on *Descriptive Geometry**, he has applied that science to shipbuilding, and the papers of his pupils now before me bear testimony to the success with which he has studied the science of Mechanics in its application to naval construction under those new forms which modern researches have given to that application.

The answers of the students to the questions I proposed are of very different degrees of merit. The papers of Barnes and Barnaby in the first division, and of Crossland, Bannister, and Elliott in the second, afford evidence of a power to use mathematical investigation in practical questions with certainty and precision. The answers of some of the others are inaccurate †, showing an imperfect conception of the way in which the general principles they have studied can be made to bear on practical conclusions.

The answer of the students to the questions proposed to them.

There cannot but be great differences in the natural qualifications of different students for these inquiries; and a frequent practical application of the fundamental principles of mechanics—which, divested of their analytical forms, are in reality simple and easily intelligible,—to the working of examples by the aid of figures, and of the scale and compasses, appears to be the best means of educating minds unequal to grapple with the difficulties of mathematical generalization.

These remarks have an exclusive reference to the answers given by the students to problems in which they were required to apply their mathematical knowledge.

Separating the consideration of their mathematical attainments from this, of the application of those attainments I can bear an unqualified testimony to the zeal and success with which their studies have been pursued.

Of the 9 apprentices who were candidates for admission, those selected as the four best qualified were—

John Harry, Devonport.

Samuel Willcocks, Portsmouth.

William Letty, Portsmouth.

Henry Morgan, Sheerness.

The examination of candidates for admission.

These were accordingly admitted as students. I found their attainments, as was to be expected, considerably in advance of those of the candidates who were first admitted to the institution. They have partaken of the general progress which the dockyard schools have since that time been making—a progress, which if it be not interrupted, cannot, I think, fail eventually to place the shipwrights and mechanics in Her Majesty's dockyards—in education and intelligence—far in advance of any other class of workmen in the kingdom.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

* The Elements of Descriptive Geometry, by Joseph Woolley, LL.D. Parker, West Strand.

† As an instance of this, I may mention that several have failed to calculate accurately the strength of a beam by assuming the measurement in the formula they use, to be made in feet instead of inches.

APPENDIX A.

CENTRAL MATHEMATICAL SCHOOL, PORTSMOUTH DOCKYARD.

May 1851.

(One Question only is to be answered in each Section.)

Section 1.

1. Define the following terms :—Pressure, velocity, work, moving force, impressed and effective forces, angular velocity, moment of inertia.

2. Determine the space described in a given time by a body which moves in a straight line, and whose motion is uniformly accelerated or retarded.

3. Show that if a body whose weight is W , be moving freely at any time with an accelerated motion, and with a velocity V , it must be pressed onwards by a force represented by $\frac{W}{g} \frac{dV}{dt}$. State and prove the principle of d'Alembert.

Section 2.

1. Estimate the work of a constant pressure whose direction remains parallel to itself, but is not that in which its point of application is made to move. Apply this principle to determine the work done when a train is drawn up an incline plane.

2. Show that the work which a body of a given weight, moving freely with a given velocity, is capable of yielding, is represented by half its vis viva. A cannon ball, whose weight is W , impinges on the side of a ship with a velocity V , and enters it a inches, what is the mean resistance offered to it in lbs.?

3. In a ship, whose whole weight is W , certain weights $W_1, W_2, W_3, \&c.$, are raised through vertical heights $H_1, H_2, H_3, \&c.$ and certain others, $w_1, w_2, w_3, \&c.$, are depressed through vertical distances, $h_1, h_2, h_3, \&c.$; find the vertical displacement thus produced in the centre of gravity of the ship, proving the rule you use.

Section 3.

1. Describe the hydraulic press; investigate the relation between the pressure applied to the lever and that yielded by the press: and show that the work applied to the one is equal to that yielded by the other.

2. Investigate an expression for the amount of the pressure of the water on a flood-gate, and the depth of the center of pressure beneath the surface.

3. Investigate a formula for determining the position of the center of gravity of a ship by observing the inclination produced in it by a given horizontal displacement of its weights.

Section 4.

1. Investigate an expression for the velocity of a fluid escaping through a small orifice.

2. Show that the resistance to a plane moving in a fluid in a direction perpendicular to its surface varies as the product of its area by the square of its velocity.

3. Investigate an expression for the pressure of the particles of a fluid on one another when in a state of steady motion. Give some account of the hydraulic experiments of Venturi, and show the application of this principle to them.

Section 5.

1. Give a formula expressing the volume of the steam generated by the evaporation of a cubic foot of water under a given pressure, and state from what principles that formula is deduced.
2. Why is there an economy in working an engine expansively? Show that the velocity of the piston is the greatest at that point of the stroke where the pressure of the steam is equal to the load.
3. Investigate a general relation between the work done by an engine in a given time and the water evaporated.

Section 6.

1. Investigate general expressions for the elongation of a bar, of a given length under a given strain, and for the work expended upon that elongation.
2. Prove that the strongest form which can be given to a solid body is that which renders it equally liable to rupture at every point, and show the application made of this principle in Mr. Hodgkinson's experiments on cast iron girders, and Mr. Fairbairn's on wrought iron tubular beams.
3. Determine generally the conditions of the rupture of a beam.

Section 1.

1. A block of stone, of given weight and dimensions, stands upon a railway truck which is suddenly stopped; if it is prevented sliding upon the truck, it is required to determine the speed of the train so that it may just be overturned, and if it is allowed to slide and the co-efficient of friction is given, it is required to determine the velocity, so that it may slide *a feet*.
2. A vessel, whose weight is W , and which is moving with the velocity V , is brought to rest by the tension of a rope whose length is L , its section K , and its modulus of elasticity E ; it is required to determine the length by which the rope will be extended, and the extreme tension upon it.
3. A rope, part of which rests on a table, is dragged off it by the weight of the other part which hangs over the side; determine a general expression for the velocity of its motion taking into account friction.

Section 2.

1. A spar of Dantzic oak 3·19 inches broad, and the same in depth, is placed horizontally between supports 12·8 feet apart, and loaded with 268 lbs. in the middle; the modulus of elasticity is 1191200, required the deflection.
2. A beam of English oak, 8 inches deep and 4 inches wide, is placed in a horizontal position between supports 20 feet apart; what weight applied at one third the distance between them would be sufficient to break it? The modulus of rupture for English oak is 7086.
3. A beam of larch, 6 inches deep, 4 inches wide, and 12 feet long, is supported at 4 feet from one extremity, and loaded at its two extremities with weights which balance one another, that suspended from its longer arm being 2 cwt. Determine the deflection of each arm; the modulus of elasticity being 616320.

Section 3.

1. State generally the laws of friction and of the rigidity of cords, and give some account of the experiments by which these laws have been determined.
2. Determine the relation between the power and weight on the inclined plane, taking into account friction.
3. A beam of given weight and dimensions, resting by one extremity upon the ground, is supported at a given point by another beam of given weight

and dimensions, resting also upon the ground. Determine, by construction, the positions of the two beams when the latter is on the point of slipping on the ground.

4. Determine the relation between the power and weight in the single fixed pulley, taking into account friction and the rigidity of the cord, &c. Find also the relation between the work at the driving point and that at the working point.

Section 4.

1. Find the point of application of the resultant of the effective forces on a body revolving about a fixed axis, and apply it to determine the center of percussion.

2. A uniform rod, of a given length and weight, rests by one extremity on a horizontal plane, and is allowed to fall over. Find the horizontal and vertical pressures on the point of support; and the position in which the rod will first begin to slip, having given the coefficient of friction.

3. Given the weight of a ship, the height and length of the inclined plane down which she slips when launched, and the coefficient of friction, determine the velocity with which she enters the water, and supposing that in the water the resistance to her motion varies as the square of her velocity, determine the distance she will move through before coming to rest.

Section 5.

1. A vessel, of the form of half a hollow cylinder, whose radius is given, is fastened to the bottom of a reservoir, in which it is floating vertically, by means of a string attached to the middle of the edge of one of its sides; additional water is then poured into the reservoir, so as to cause one side of the vessel to ascend whilst the other is held down by the string. Given the weight of the vessel and loading, and the position of its center of gravity, it is required to determine its inclination, and the tension on the string.

2. The monkey of a pile driver is of a given weight, and descends through a given height, determine an expression for the work lost by the resistance of the air at every stroke.

Section 6.

1. A cylindrical vessel which, with its loading is of a given weight, W , floats upon a fluid; given its radius a , the depth of its immersion b , and the distance c of its centre of gravity from its axis; it is required to determine the work necessary to overturn it.

2. Show that the work necessary to incline a vessel through any given angle is equal to that necessary to raise her bodily through a height equal to the difference of the vertical displacements of her centre of gravity and that of her immersed part.

3. Define dynamical stability, and investigate an expression which may be applied to determine the measure of the dynamical stability of a vessel of any given form.

APPENDIX B.

HER MAJESTY'S DOCKYARDS.

Examination of Candidates for the Central Mathematical School.

EUCLID.

Section 1.

1. When the equal sides of an isosceles triangle are produced, the exterior angles, which those sides make with the base, are equal to each other.

2. To a given straight line, apply a parallelogram, equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

3. The triangle ABC has a right angle at A , and points D and E are taken in AB and AC respectively, so that AB is equal to thrice AD , and AC to thrice AE ; prove that nine times the sum of the squares of BE and CD is equal to ten times the square of BC .

Section 2.

1. When a straight line AB is divided into two equal parts in the point C , and into two unequal parts in D , the sum of the squares of AD and DB is equal to twice the sum of the squares of AC and CD .

2. Let AB and CD , two chords of a circle, produced if necessary, cut one another in the point E ; the rectangle formed by EA and EB is equal to that formed by EC and ED , whether the point E falls within or without the circle.

3. Construct a rectangle that shall be equal to a given square, and the difference of whose adjacent sides shall be equal to a given straight line.

Section 3.

1. Inscribe a circle in a right angled triangle, and prove that the diameter of the circle is equal to the difference between the hypotenuse and the sum of the sides containing the right angle.

2. If an irregular hexagon be inscribed in a circle, the first, third, and fifth angles of the figure will be together equal to four right angles.

3. If in the diameter AD of a circle, two points B and C be taken at equal distances from the centre, and straight lines be drawn from those points to any point P in the circumference, the sum of the squares of PB and PC will be equal to the sum of the squares of AB and AC .

Section 4.

1. Similar polygons are to one another in the duplicate ratio of their homologous sides.

2. Planes, to which the same straight line is perpendicular, are parallel to one another.

3. From a point E , lying between two planes CAB and DAB , which intersect each other in AB , perpendiculars EC and ED are let fall upon those planes respectively, and from D in the plane DAB the perpendicular DF is let fall upon the plane CAB : show that the straight line joining C and F , produced if necessary, cuts AB at right angles.

ALGEBRA AND TRIGONOMETRY.

Section 1.

1. Find the greatest common measure of

$$e^{2x} \cdot x^3 + e^{2x} - x^3 - 1$$

$$\text{and } e^{2x} \cdot x^2 + 2e^x \cdot x^2 - e^{2x} - 2e^x + x^2 - 1.$$

2. Find the cube root of

$$a^3 - b^3 + c^3 - 3(a^2b - a^2c - ab^2 - ac^2 - b^2c + bc^2) - 6abc,$$

and the fourth root of $17 + 12\sqrt{2}$.

3. Reduce to their simplest forms the expressions,

$$\frac{21}{3-2\sqrt{-3}}, \quad \frac{a+b\sqrt{-1}}{a-b\sqrt{-1}} + \frac{a-b\sqrt{-1}}{a+b\sqrt{-1}},$$

and

$$\frac{1}{1+x+x^2} + \frac{1}{1+x+x^{-1}} + \frac{1}{1+x^{-1}+x^{-2}}.$$

Section 2.

1. Solve the equations,

$$(a) \frac{1}{3} \{4a(1+x) - \frac{9}{4}(a-x)\} \\ = \frac{1}{4} \{3a(1-x) - \frac{16}{3}(a+x)\}.$$

$$(b) x + \sqrt{x^2 - ax + b^2} = \frac{x^2}{a} + b,$$

$$\text{and } (c) \begin{cases} xy = a(x+y) \\ x^2y^2 = b^2(x^2+y^2) \end{cases}.$$

2. The tenth part of a ship's company having been wounded, and the square root of half their number killed in battle, and nine thirty-fifths of the remainder being sent on board various prizes, it is found that the crew, thus reduced, musters only 520 sound men; of how many did it originally consist?

3. A boy at a fair buys a number of toys, if he had received one less for his money, they would have cost him on the average a penny a-piece more, and if he had got four more, they would have cost him twopence a-piece less; how many did he buy, and what did they cost?

Section 3.

1. What rate of compound interest would justify a purchaser in giving 5,000*l.* for a perpetual annuity of 150*l.* per annum?

2. How many different boats' crews may be formed out of thirty men, two of whom are midshipmen and the rest common sailors, each crew being supposed to consist of one midshipman and four sailors? To how many of these crews would any given sailor belong?

3. Find the number of balls in an incomplete rectangular pile, the sides of the base containing 17 and 28 respectively, and five courses at the top being wanting.

Section 4.

1. Find $\sin. 36^\circ$, $\cos. 105^\circ$, and $\tan. 202\frac{1}{2}^\circ$.

2. A flag staff, 20 feet high, is placed on the top of a wall, 40 feet high, and the angle which it subtends at a point A in the horizontal plane is observed to be 15° ; calculate the distance of A from the foot of the wall, to four places of decimals.

Show how the result might be adapted to logarithmic computation by means of a subsidiary angle.

3. Prove that

$$\sin. \theta = e^{\frac{\theta \sqrt{-1} - \theta \sqrt{-1}}{2 \sqrt{-1}}}.$$

Having given $\tan. \theta = n. \tan. \phi$, find a series which shall express θ in terms of ϕ and its trigonometrical functions.

Report on the Schools for Shipwrights Apprentices in Her Majesty's Dockyards by the REV. HENRY MOSELEY, M.A., F.R.S., &c.

MY LORDS,

IN pursuance of your instructions for the inspection of the schools for shipwrights apprentices in Her Majesty's dockyards, I visited these schools in the months of April and May.

The Lords Commissioners of the Admiralty by their circular of the 19th of December 1850, of which I have appended a copy (Appendix A.) have directed the time during which the apprentices are required to attend at the schools to be diminished from 4 to 3 years.

The number of apprentices admitted to the dockyards has moreover from year to year been diminished.*

Both these causes have tended to diminish the attendance on the schools. The following were the numbers in the several schools at the time of my inspection :—

Chatham	-	-	-	61
Deptford	-	-	-	27
Devonport	-	-	-	49
Pembroke	-	-	-	54
Portsmouth	-	-	-	67
Pembroke	-	-	-	54
Sheerness	-	-	-	42
Woolwich	-	-	-	65
Total	-	-	-	419

With the permission of the admiral or captain superintendent, certain of the apprentices who stand highest in general proficiency in the several schools are permitted to attend the schools during the fourth year of their apprenticeship, and from those thus in their fourth year 9 were (according to the instructions of their Lordships' circular) to be selected, viz., 2 from Portsmouth, 2 from Devonport, and 1 from each of the other dockyards, who were afterwards to assemble at Portsmouth to undergo a further examination; the 4 who passed which examination the best, were to be admitted students in the central school of mathematics and naval construction.

The subjects of instruction in the dockyard schools are religious knowledge, the ordinary branches of an English education, geometry, algebra, and, in some cases, other branches of mathematics.

I examined each school orally and in writing. I have appended copies of the questions which I set to one of the schools (Appendix B.) that your Lordships may be informed of the nature and scope of this part of the examination.

My oral examination had for its object to ascertain the progress they had made in religious knowledge, in reading, English grammar, English history, and geography.

Their written papers have all been carefully examined, and I have in my possession a record of the educational progress of every apprentice attending the schools.

The time of attendance altered from four to three years.

The number in attendance on the schools.

The selection of candidates for the central school.

Subjects of instruction.

The examination.

* I am informed that during the year 1852 no new apprentices will be admitted to any of the dockyards.

The following table contains a general statement of the results of their mathematical examination.

Number per cent. of Apprentices in each School, whose Mathematical exercises were classed

	Good.							Fair.						
	Chatham.	Deptford.	Pembroke.	Devonport.	Portsmouth.	Sheerness.	Woolwich.	Chatham.	Deptford.	Pembroke.	Devonport.	Portsmouth.	Sheerness.	Woolwich.
Geometry -	18.3	7.4	19.6	16.0	26.8	25.0	11.1	21.6	14.8	45.0	17.8	16.4	22.5	20.6
Algebra -	15.0	11.1	11.7	41.0	27.0	15.0	6.3	33.3	14.8	37.2	25.0	14.9	65.0	1.6

(continued)

Imperfect.							Failure.						
Chatham.	Deptford.	Pembroke.	Devonport.	Portsmouth.	Sheerness.	Woolwich.	Chatham.	Deptford.	Pembroke.	Devonport.	Portsmouth.	Sheerness.	Woolwich.
3.3	7.4	7.8	5.3	16.4	5.0	1.6	56.6	70.4	27.5	60.7	55.2	47.5	66.7
15.0	0.0	3.9	8.9	17.9	17.5		36.6	74.0	47.0	25.0	40.2	2.5	92.0

Chatham.—At the time of my inspection there were 61 apprentices in attendance at the Chatham school. The master, Mr. M'Garahan, attended the school $27\frac{1}{2}$ hours a week, and the apprentices, in two divisions, each about half that time.

The reading, writing, and spelling in this school are good. A good deal of pains has been taken to teach the apprentices to understand the subject matter of their reading lessons, which are those of the Irish Commissioners of Education. They answered remarkably well in those of the fifth book on animal physiology. I cannot but consider such subjects as are treated in that book eminently calculated to accustom persons of this class to reason and understand about what they read, and to teach them the secret of the pleasure there is in knowing and understanding. The master's labours in this part of their instruction are creditable to his judgment and industry.

None of the apprentices exhibited much mathematical knowledge or skill, nor was the general standard of mathematical instruction in the school so high as at former examinations.

The master gives a favourable account of the discipline of his school. I quote the following passage from his report:—"A few years ago the vulgar bearing of the majority of the apprentices was such as materially to affect the moral tone of the few well-disposed; now the respectable demeanour of the majority is such as to make the few ill-disposed conduct themselves with tolerable propriety. During the past year I have not had occasion to make a single report of bad conduct to my superiors."

Deptford.—The master of this school is Mr. Skelton, formerly a student at Battersea. The number of apprentices in attendance has been reduced to 27.

They have not acquitted themselves well this year in their written examination, either in what belongs to an ordinary English education, or in mathematics.

In their oral examination in religious knowledge, reading, English grammar, and geography, the first division did well; but the second division very badly.

It is a subject of regret to me not to be able to speak so favourably of this school as in my former reports.

Devonport.—I am at a loss to account for the fact that in this dockyard only 49 apprentices were at the time of my inspection in attendance on the school. I am informed that during the present year that number will probably be reduced to 30. There are 2 masters to the school, Mr. Rae and Mr. Buttery. It is taught in 4 classes, of whom the 3 lower did not acquit themselves satisfactorily in my oral examination, in Religious knowledge, English grammar, English history, and geography.

The first class, composed of intelligent boys, answered well in religious knowledge, and fairly in the other subjects of examination.

Generally the apprentices read, write, and spell fairly.

In mathematics the school stands well as compared with the rest. There is a marked improvement in the mathematical knowledge of the apprentices. One of them, John Harry, who was appointed to the Central School of Mathematics and Naval Construction, was the best instructed of all the candidates.

I regret to have been compelled to speak so unfavourably of the attainments of the apprentices in general knowledge, and recommend that more attention be given to their instruction in subjects of that class. This does not imply that any less proficiency is to be expected in mathematical knowledge.

Pembroke.—The master of this school is Mr. Good. The number of apprentices attending it at the time of my examination was 54. I cannot report of it in terms of such high commendation as last year. In religious knowledge, reading, writing, and geography, the apprentices have, however, been well instructed; and they have done well in geometry. Their knowledge of algebra is superficial and incorrect. They should be more carefully instructed in its elementary operations, and practised in equations and in problems producing them.

None exhibited any considerable mathematical knowledge or decided mathematical ability; and they have been very imperfectly instructed in English grammar.

It is, however, characteristic of this school, as I have observed in former reports, that a desire for knowledge appears to be more general in it than in others, and that a certain standard of mathematical attainment is reached by a greater proportion of the apprentices. Adding together the numbers per cent. of the apprentices in the different schools whose exercises are marked good and fair, as stated in the Table p. 436, I have collected the following table:—

Number per Cent. whose Exercises are marked good or fair.

Subjects.	Chatham.	Deptford.	Pembroke.	Devonport.	Portsmouth.	Sheerness.	Woolwich.
Geometry	39·9	22·2	64·6	33·8	43·2	47·5	31·7
Algebra	48·3	25·9	48·9	66·0	41·9	80·0	7·9

The Pembroke school has great advantages in the countenance and support of the Captain Superintendent, Sir Thomas Pasley, Bart.

Portsmouth.—The Portsmouth school is under the charge of two excellent masters, Mr. Rawson and Mr. Robinson. It consisted at the time of my inspection of 67 apprentices taught in an upper and lower school. A very marked improvement has taken place in the lower school since it has been under the charge of Mr. Robinson. It was at once apparent to me in the more cheerful aspect and better discipline of the school, and this impression was amply confirmed by my subsequent examination. I am hopeful that when it shall have been some time longer in the charge of this zealous and intelligent

master it will present the model of what a school of this class should become. The efficient state of the mathematical instruction in the upper school, under the care of Mr. Rawson, is sufficiently shown by the table, page 436, and by the fact that two among the successful candidates for admission to the Central School of Mathematics and Naval Construction were from the Portsmouth school.

Sheerness.—The master of this school is Mr. Crockford, educated in the Royal Navy School, Greenwich Hospital, and afterwards at the Battersea Training School. The number of apprentices in attendance at the time of my inspection was 42.

Having in my former report had occasion to speak unfavourably of this school it is a great satisfaction to me to be able now to report favourably of it. Of the 4 apprentices admitted to the central school, 1 was from Sheerness; and the table, p. 436, shows that some amount of mathematical attainment had been reached by a larger proportion of the apprentices in this than in any other school. The reading is generally good, and the apprentices have been instructed in the subject matter of what they have read.

They answered very fairly in those portions of scriptural knowledge in which they had been instructed.

The writing of the first class is imperfect. In the second class the writing and spelling are good. In their geometry and algebra they should seek to attain greater certainty and accuracy, and to write out their demonstrations with more clearness and precision.

Woolwich.—The master of the Woolwich school is Mr. Macavoy. The number of apprentices in attendance when I inspected it was 65. The chaplain, the Rev. J. Conolly*, gives much time and attendance to this school, and the religious instruction of the apprentices is excellent.

In their general instruction there has been an improvement. The intelligent young men who compose the first class have not made the progress in mathematical knowledge which might have been expected; and it is a subject of regret to me that in this large dockyard no candidate has yet shown sufficient proficiency in mathematics to be admitted to the central school. Generally the standard of mathematical attainment is lower than in any other dockyard school, as is shown by the table, p. 436. In English grammar there has been an improvement since my last inspection; but the apprentices remain generally very ignorant of geography.

I submit that a second master is required for the efficient management of so large and important a school.

The Woolwich school is fortunate in the interest which the Commodore Superintendent Commodore Eden manifests in its welfare.

Nothing has been more apparent to me in the inspection of these schools than the extent to which their success is dependent on the countenance and support of the Naval Authorities of the several yards.

In concluding this report, I am desirous to submit for the consideration of the Lords Commissioners of the Admiralty, the expediency—in the present stage of their progress—of prescribing a course of instruction to be pursued by all the dockyard schools in common, and also the same time-table to be adopted by all.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

* Mr. Connolly also attends the Sheerness school, and instructs the first class in religious knowledge. Without his kind assistance no clergyman would exercise a supervision over that school.

APPENDIX A.

Admiralty, 19 December 1850.

My Lords Commissioners of the Admiralty having had under their consideration the state of the schools for apprentices in Her Majesty's dockyards; I am to acquaint you that they are satisfied with the progress which has been made, and they find that owing to the efficiency with which they have been conducted, and to the diligence and application of the scholars in general, the period at first fixed for the ordinary course of instruction is proved to have been unnecessarily extended; and as some few of the apprentices have shown themselves unfit for the advantages afforded by these Schools, while to others a longer attendance would be an important benefit, and would prepare them for increased usefulness in the public service, my Lords consider some modification in their previous orders to be required for the better working of the schools; they are therefore pleased to direct as follows:—

1st. At the annual examination of each school, the apprentices who have completed the 3d year of their apprenticeship shall be noted; and out of that number, those who appear to the Admiral or Captain Superintendent to stand highest in general proficiency and good conduct shall have permission to continue their attendance at school for another year, and the remainder shall be discharged from the school: Provided only that the number so permitted to attend shall not exceed one-third of the whole number who are in their fourth year, unless with the special sanction of their Lordships.

2d. In particular cases, permission will continue to be given for attendance after the fourth year, as prescribed in the order of 29th November 1847.

3d. If any apprentices shall be guilty of continued bad conduct in school, or repeated wilful neglect of the opportunity of learning, they are to be reported to their Lordships.

4th. At the close of the annual examination, the superintendent will give a prize to the apprentice in each class who has passed the best examination, having likewise certificates of good conduct.

5th. As the opportunities of promotion for those who have passed through the central mathematical school are likely to be fewer in number than was anticipated when its complement was fixed, my Lords consider it advisable for the welfare of the pupils, as well as for the public service, that the number should be reduced to 16; four being admitted annually, and remaining for four years.

6th. The inspector of schools will, after the month of January in every year, select the candidates for the central school out of the pupils in each dockyard school who are in the fourth year of their apprenticeship; two being taken from the school at Portsmouth, two from that at Devonport, and one from the schools at each of the other yards. The nine candidates thus selected will be brought together at Portsmouth, to undergo a further examination previous to Midsummer; and the four who stand the highest in this examination will be admitted, the remainder returning to their respective dockyards. If occasional vacancies shall occur before the close of the year, they may be filled up by the best qualified of the candidates who were not admitted.

7th. The inspector of schools will visit the central school at the time that may be found most convenient; but before the Midsummer recess, a public examination will be conducted by the principal in the presence of the Admiral or Captain Superintendent, and other officers, and prizes will be distributed by the Superintendent, or in case of his absence, by some one deputed by him.

APPENDIX B.

Write at the top of your paper the name of the dockyard to which you belong, your name, your age, your trade, the time of your servitude, and your class in the school. A passage will afterwards be read to you which you must write from dictation. You are then to write the answer to one question in each of the following sections; and deliver this paper with your answers to the inspector.

Section 1.

1. Relate the principal events in the life of Jacob.
2. Write down the names of as many of our Lord's parables as you remember, and relate what is recorded of Him up to the time of His baptism.

Section 2.

1. Divide 4,796,235 by 49.
2. Multiply 2*l.* 6*s.* 4½*d.* by 57.
3. If 51 tenpenny loaves are made out of a quarter of flour, what will be the price of a loaf when 58 are made out of the same quantity?

Section 3.

1. Find by the rule of practice the value of 3,792 things at 4*s.* 9½*d.* each.
2. Add together $\frac{2}{6}$, $\frac{4}{7}$, $\frac{6}{11}$, $3\frac{5}{8}$.
7. Reduce 1 cwt. 3 qrs. 5 lbs. to the decimal of $\frac{2}{5}$ of a ton.

Section 4.

1. How many square feet of planking are there in the floor of a room 25 ft. 11 in. long by 37 ft. 4 in. wide, and what length of planking 9 inches wide would it require to floor it?
2. How many cubic feet of water does a ship displace, whose gross weight is 1,500 tons, each cubic foot of water weighing 62½ lbs.
3. How many square feet of bark would come off a tree whose girth at the bottom is 3 feet, and at the top 1 foot, and whose height is 30 feet, the tree tapering uniformly from the bottom to the top?

Section 5.

1. Parse the following sentence: "I heard thy voice in the garden."
2. Explain the following passage:

Not to my wish, but to my want,
Do thou thy gifts apply:
Unasked, what good thou knowest, grant;
What ill, though asked, deny.

Section 6.

1. Give the names of the sovereigns of England, from Henry II. to Henry VII.
2. Give some account of the reign of George III.

Section 7.

1. What countries border on the Mediterranean Sea?
2. What are the British possessions abroad? Describe one of them.
3. On what causes does the climate of a country depend?

Section 8.

1. How is hydrogen gas obtained, and what are its properties? Describe any experiments you have seen made with it?
2. What are the gases which are mixed together to make atmospheric air, and how do they contribute to support animal and vegetable life respectively? How may these gases be separated?
3. Describe any experiments you have seen made with an air-pump—an electrifying machine—or a galvanic battery; and explain them.

Section 9.

1. The mean effective pressure of the steam on the piston of an engine is 15 lbs. per square inch, the diameter of the piston is 30 inches, and the length of the stroke 4 feet, at what horse-power is it working at the piston, when it makes 15 strokes per minute?

2. A dock is 900 feet long, 200 feet wide, and 50 feet deep, and it is full of water; what must be the horse-power of an engine to empty it in 6 hours?

3. The entrance to the dock in the last example is closed by a caisson 60 feet wide and 50 deep; what is the pressure upon it when the dock is empty, and the water outside rises to its edge?

ALGEBRA, &c.

Write at the top of your paper the name of your school, your own name, and your age. Then answer one question in each of the following sections and deliver this paper with your answers to the inspector.

Section 1.

1. Multiply $4ab - 2ac$ by $6ab + 3ac$.

2. Reduce to its simplest form $\frac{3x-1}{24} - \frac{3x-5}{24} + \frac{5}{6}$.

3. Find the greatest common measure of $3x^2 + 16x - 35$ and $5x^2 + 33x - 14$.

Section 2.

Solve one of the equations—

$$1. \quad x + \frac{x-2}{3} = \frac{x-1}{2} + 4$$

$$2. \quad \frac{6x+8}{2x+1} - \frac{2x+38}{x+12} = 1$$

$$2. \quad \sqrt{(2a+x)^2 + b^2} + \sqrt{(2a-x)^2 + b^2} = 2a$$

Section 3.

1. A certain fraction becomes $\frac{1}{3}$ if 1 be added to its numerator; but if 1 be added to its denominator, it becomes $\frac{1}{4}$. What is the fraction?

2. A person being asked the time, said it was between 6 and 7 o'clock, and the hour and minute hands were together: what was the time?

3. There is a barge-load of coals, by which, if they be sold at 30s. per ton, 5*l*. will be gained, and if they be sold at 22s. per ton, 15*l*. will be lost: what do they weigh, and how much did they cost per ton?

Section 4.

1. Which is the greater $x - y$ or $(\sqrt{x} - \sqrt{y})^2$?

2. Investigate an expression for the sum of an arithmetical series and find the sum of $-9 - 7 - 5 - \&c.$ to 20 terms.

3. There are four numbers in arithmetical progression which being increased respectively by 1, 1, 3, and 9, are in geometrical progression, what are the numbers?

Section 5.

1. Investigate an expression for the number of permutations and of combinations which can be made with n things taking p together.

2. Prove the Binomial theorem when the index is a positive integer.

3. Prove the exponential theorem, and apply it to find the logarithm of a number in a converging series.

Section 6.

1. Show that in a plane triangle any two sides are to one another as the sines of their opposite angles.

2. Prove the formulæ—

$$\text{Sin. } A + \text{Cos. } A = \sqrt{1 + \text{Sin. } 2A} \text{ and } \tan. \frac{1}{2} = \frac{\text{Sin. } A}{1 + \text{Cos. } A}$$

3. Investigate an expression for the sine of either angle of a plane triangle in terms of its sides.

GEOMETRY.

Write the name of your school, your own name, and your age at the top of the paper. Then write the answer to one question in each of the following sections, and give this paper with your answers to the inspector.

Section 1.

1. Define—A plane superficies.

A circle.

A rhomboid.

2. The angles at the base of an isosceles triangle are equal to each other, and if the equal sides be produced, the angles on the other side of the base shall be equal.

3. If from the ends of a side of a triangle there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

Section 2.

1. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it; the angle contained by these two sides is a right angle.

2. If a straight line be divided into two equal parts, and also into two unequal parts; the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the squares of half the line.

3. In any triangle the square of the side subtending any acute angle is less than the squares of the sides containing that angle by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall upon it from the opposite angle, and the acute angle.

Section 3.

1. The angles in the same segment of a circle are equal to each other.

2. If two straight lines within a circle cut one another, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

[The second case only of this proposition need be proved.]

3. The sides about the equal angles of equiangular triangles are proportionals.

Section 4.

1. Show that the diagonals of a parallelogram bisect each other.

2. When the corner of a leaf of a book is turned down a second time, so that the lines of folding are parallel and equidistant, the space in the second fold is equal to three times that in the first.

3. Show that if a circle roll in another of twice its diameter, any point in its circumference will trace out the diameter of the first.



